Maryville College Bulletin

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Maryville, Tennessee

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A Group of College Buildings

Maryville College Bulletin

ANNUAL CATALOG NUMBER

Register for 1918-1919

Announcements for

1919-1920

The war involved even the colleges in the unusual and abnormal conditions still prevailing generally, and the management, therefore, reserves the right to make changes necessitated by these abnormal conditions without further notice.

Published by
MARYVILLE COLLEGE
College Station
Maryville, Tennessee

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* Died June 3, 1918.
† Died April 15, 1918.
‡ Died August 4, 1918.

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The Cooperative Boarding Club: Treasurer Proffitt.

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College Extension: Principal Ellis.

Recommendations: Dean Barnes.

The Catalog: Registrar Gillingham.

Rhodes Scholarship: Dean Barnes.

Auditor for Student Organizations and Activities: Professor Bassett.

Cooperation with the Government during the War: Registrar Gillingham and Miss Green.

Four-Minute Men: Professor Hunter.

FACULTY

COLLEGE DEPARTMENT

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Professor of Biology.

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(BREVET SUPERIEUR, THE SORBONNE)
Professor of French.

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FRANCES MARION HENRY, *Chemistry,*
STACEY FRANCIS HOWELL, *Chemistry,*
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LAMAR SILSBY WILSON, *Physics,*
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Mathematics and Physics.

EDMUND WAYNE DAVIS, M.A.,
Latin and History.

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English and Bible.

DAVID JOSEPH BRITTAIN, B.A.,
English.

ALMIRA ELIZABETH JEWELL, B.A.,
Mathematics.

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Biology.

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English and Bible.

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Latin.

MARY KATE LEWIS,
French.

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Home Economics.

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Agriculture.

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Manual Training.

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English and Mathematics.

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French.

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Assistant in Biology.

MATTIE HAMILTON,
EDWIN LESLIE JONES,
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OTHER DEPARTMENTS

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Voice.

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Piano.

WINIFRED JOY DECKER,
Piano.

MARY EMMA ARMENTROUT,
Piano.

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EMMA MILES,
MARGUERITE SULLINGER,
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Violin.

CHARLES BENTON TEDFORD,
Orchestra.

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Head of the Department of Art.

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HOPE BUXTON,
Expression.

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Expression.

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Secretary to the Treasurer.

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JOHN WILKES STEPHENSON,
Superintendent of the College Farm.

THE COLLEGE DEPARTMENT

ADMISSION TO THE COLLEGE

Admission to the Freshman Class is by written examination in the subjects given under Statement of Entrance Requirements, or by officially certified statements showing in detail all work for which entrance credit is asked. Admission to the Pre-medical Course requires the same number of units, fifteen, but need not include more than two units of foreign languages. Candidates are expected to be at least sixteen years of age and of good moral character. They should send their credentials to the Committee on Entrance at as early a date as possible. Those that delay filing entrance certificates until the opening of the term will be allowed to enter classes only provisionally, pending a meeting of the Committee on Entrance, and will have no recognized classification until the required certificates are filed. The regular application blank of the College, a copy of which will be mailed by the Registrar upon request, provides for the necessary testimonials of character, a pledge to orderly conduct while a member of the institution, detailed statement of subjects completed, and certificate of honorable dismissal from the school last attended. Entrance credit and classification granted on certificates are conditional, and will be canceled if the student is found to be deficient.

STATEMENT OF ENTRANCE REQUIREMENTS

The requirements for entrance are stated in units. A unit is the equivalent of five forty-five-minute recitation periods a week throughout an academic year of not less than thirty-two weeks, in subjects above the common school branches.

For admission to full standing in the Freshman Class fifteen units are required, as specified below:

1. ENGLISH.—Three units required; four may be offered. (a) Grammar. A knowledge of technical terminology and syntax. (b) Rhetoric and Composition. The ability to write correctly and clearly; a knowledge of the principles of punctuation, capitalization, sentence structure, and paragraphing. (c) The College Entrance Requirements in Literature recommended by the Conference on Uniform Entrance Requirements in English. For the texts recommended for study and practice and for reading, see the lists scheduled for the English classes in the Preparatory Department.

2. LANGUAGES OTHER THAN ENGLISH.—Four units required. LATIN.—Four units may be offered. (a) Fundamentals of grammar, and translation. (b) Cæsar, Gallic War, Books i-iv. Composition. (c) Cicero, six orations. Composition. (d) Vergil, Æneid, Books i-vi. Composition, mythology, prosody. GREEK.—Two units may be offered. (a) Elements of grammar, and translation. Xenophon, Anabasis, Book i. (b) Xenophon, Anabasis, Books ii-iv; Homer, Iliad, Books i-iii. Composition, mythology, prosody. GERMAN.—Two units may be offered. (a) Pronunciation, grammar, reading, reproduction, and composition. (b) Reading of about five hundred pages from simple texts, with reproduction and composition. FRENCH or SPANISH.—Two units may be offered. (a) Pronunciation, grammar, dictation, with the reading of about five hundred pages from simple texts. (b) Grammar and composition. Reading of about one thousand pages from texts of intermediate grade.

3. MATHEMATICS.—Three units required; four may be offered. (a) Algebra, to radicals. (b) Algebra, including radicals, quadratics, zero and infinity, ratio and proportion, progressions, logarithms, series, binomial and exponential theorems, indeterminate coefficients, and equations in general. (c) Plane Geometry. Five books, together with original demonstrations. (d) Solid Geometry and Plane Trigonometry.

4. NATURAL SCIENCES.—Two units required. Laboratory note books must be submitted to the Committee on Entrance at the time of matriculation as evidence that the student has had sufficient laboratory practice to entitle him to full credit.

5. ELECTIVE.—Three units. Any three units of standard high-school work that may be accepted by the Committee on Entrance.

ENTRANCE WITH CONDITION

A candidate may be admitted with condition not exceeding one unit, which may be made up in the Preparatory Department and which must be absolved before admission to the Sophomore Class.

ENTRANCE WITH ADVANCE CREDIT

Admission with credit for college courses or with advanced standing will be granted only upon the presentation of certificates showing that the candidate, having previously had fifteen units of preparatory work, has satisfactorily completed the college studies, or their equivalent, for which credit is asked. Candidates will not be admitted to the graduating class for less than one full year's residence work.

SPECIAL STUDENTS

The College makes provision for two classes of special students, not matriculated in the regular classes of the College or the Preparatory Department.

Irregular Collegiate Students.—Candidates offering for entrance a sufficient *number* of units to entitle them to standing in the Freshman Class, but deficient in more than one of the *specified* units required by this institution, may, at the discretion of the Committee on Entrance, be admitted as irregular collegiate students until they have absolved their conditions and attained full standing in a regular college class. Students of collegiate rank desiring to take an irregular or partial course and not seeking a degree may be allowed to select such studies as they show themselves qualified to pursue.

Special Students.—Students desiring to study only music, expression, art, or home economics, or seeking only courses in Bible training, are classified under their respective departments. Those whose academic training would entitle them to college classification in literary courses are registered as College Special Students; all others as Preparatory Special Students. They have all the privileges offered to any students, such as the advantages of the libraries, the literary societies, the dormitories, and the boarding club. Young women rooming in the college dormitories and desiring chiefly music, expression, or art, are required to take a sufficient number of literary courses to make up, together with gymnasium and their work in the departments mentioned, sixteen recitation hours a week.

REQUIREMENTS FOR GRADUATION

The College offers courses of study leading to the degree of Bachelor of Arts. To attain the degree a minimum of thirty-six courses must be completed. A "course" is a study pursued for five one-hour recitation periods a week throughout one term. A term is one-third of the scholastic year, and three courses in any subject constitute, therefore, a year's work in that subject. All courses recite five hours or their equivalent a week. Courses requiring laboratory practice or field-work take additional hours, as indicated in the description of the courses. All college students except Juniors and Seniors are required to take gymnasium work, swimming, or military drill, to the amount of two hours a week, for which credit for one recitation hour is given.

The thirty-six courses required for graduation represent four full years of work, nine courses a year being the minimum amount required of all students. Sixteen hours a week (three courses and gymnasium) is the normal amount of work expected of each student below the Junior year; of Juniors and Seniors, fifteen hours a week. A student is permitted to take four courses a term (twenty-one hours a week) if his average grade in the subjects pursued during the preceding term was not less than ninety

per cent. No student is permitted to make more than twelve credits during any one year.

Twenty-seven of the thirty-six courses are required of all candidates for the Bachelor's degree, and are distributed as follows:

English, 6 courses.
Other Languages, 8 courses.
Mathematics, 1 course.
Science, 4 courses.
Philosophy, 1 course.
Psychology and Education, 2 courses.
Bible (English Bible, 3, allied subjects, 2), 5 courses.

Nine additional courses must be elected from the following groups in order to make up the total number of thirty-six required for graduation:

1. Classical.
2. Modern Languages.
3. Science.
4. Mathematics.
5. Education.
6. English Literature and History.
7. Psychology and Philosophy.
8. Social Science.
9. Home Economics.
10. General.

The special requirements for the respective groups are as follows: In the Classical Group, twelve language courses shall be taken, and may be arranged in one of the following combinations: (a) Latin six and Greek (or French or Spanish) six; (b) Latin nine and Greek (or French or Spanish) three; (c) Greek nine and Latin (or French or Spanish) three. In the Modern Languages Group, twelve courses in modern languages shall be taken. In the Science Group, besides the four required science courses, seven additional science courses shall be taken and at least two years of French. In the Mathematics and English Literature and History Groups, in addition to the courses required in all groups, seven courses in the respective groups shall be taken. In the Education, Psychology and Philosophy, and Home Economics Groups, all the courses offered in the respective groups shall be taken. In the Social Science Group, eight courses selected from the departments of economics, sociology, and political science shall be taken. In the General Group, the nine elective subjects may be distributed as the student may desire.

GRADUATION HONORS

The distinction of Magna cum Laude is conferred upon such members of the graduating class as shall have had twelve terms (four years) of residence study in the College Department, with an average grade of ninety-five per cent.

The distinction of Cum Laude is conferred upon such members of the graduating class as shall have had at least six terms (two years) of residence study in the College Department, with an average grade of ninety per cent.

The Faculty also chooses from among the honor graduates one young

man and one young woman to represent the class as orators on Commencement Day.

CERTIFICATES OF CREDIT

Graduates and undergraduates that have left college in good standing may, if they so desire, receive an official statement of their credits, upon application to the Registrar. No charge is made for this certificate when issued in the form adopted by the College. For the filling out of special blanks, prepayment of one dollar for each blank is required. Duplicates of certificates may be had by paying for the clerical expense involved.

RECOMMENDATIONS

The College endeavors to help its graduates to secure positions as teachers and seeks to promote those that are now teaching. The records of those graduates that are teaching or desire to teach are kept on file. These records consist of the academic and professional career of candidates, recommendations from the professors or instructors under whom the candidates have done their principal work, and statements from school officials and persons that are qualified to speak of the candidates' character and teaching experience. These records are confidential and under no circumstances are they shown to the candidates. General letters of recommendation are not ordinarily given. Any graduate of the College may register with the Committee on Recommendations, to whom all correspondence on this subject should be addressed.

Superintendents, principals, school officials, and others in need of teachers are invited to report vacancies, stating salary, character of work, and the like, and suitable teachers will be recommended, and their records forwarded for inspection.

No charges are made to either party for the services of the Committee. It is an attempt on the part of the College to aid its graduates in securing positions and to assist school officials in the selection of teachers.

SYNOPSIS OF COLLEGE COURSES

Freshman Year	*Fall*	*Winter*	*Spring*
English	—	*2	*3
Mathematics	*2	4	10
Latin	1	2	9, 13
Greek	1	2	3
Chemistry	†1	†2	3, 11
Biology	†1	†2	†12
Home Economics	16	17	18
Psychology	1	2	—
History	—	9	10
Education	1	2	—
Bible	‡1	2	3
Sophomore Year			
English	*1	5, 12	6, 13
Mathematics	8	6	7
Latin	3, 11	4, 12	5
Greek	4	5, 12	11
French	1	2	3
Chemistry	12, 13	—	—
Biology	†3	—	†4
Home Economics	19	20	21
Psychology	—	3	—
Political Science	10	—	—
Social Science	2	12	13
History	8	1, 7	3
Education	3	4	5
Bible	‡4	5	6
Junior Year			
English	4	11	—
Mathematics	—	9	11 or 12
Latin	6	7	8
Greek	6	7	8, 9, or 10
French	4	5	6
Spanish	1	2	3
Chemistry	—	5	6
Biology	9	5, 10	11
Physics	†1	†2	3
Home Economics	22	23	24
Philosophy	*2	—	—
Political Science	—	1	2
Social Science	14	15	16
History	4	—	—
Bible	‡7	8	9
Senior Year			
English	7	8	9
Mathematics	—	—	13
Latin	—	—	10
Spanish	4	5	6
Hebrew	1	2	—
Geology and Mineralogy	1	2	3
Chemistry	7	8	14, 15
Psychology	4	6	5, 7 or 8
Philosophy	—	‡3	‡4
Political Science	3, 4, 5, 8	6	7
Education	—	—	7, 8, 9
Bible	‡10 or 11	—	—

* Required in all groups leading to a degree.
† Two courses in each of two natural sciences are required.
‡ Required Bible may be taken in any term, but Seniors take Philosophy 3 and 4.

DEPARTMENTS OF INSTRUCTION

NOTE: The courses in each department are numbered consecutively, beginning with 1. The omission of a number indicates that a course has been discontinued. New courses receive new numbers and are inserted in the Synopsis and in the description of courses in the curriculum year to which they belong. In all departments courses that are starred (*) are offered every year, and the other courses are so alternated as to offer the student a wide range of selection during the four years of his college course.

BIBLE

PROFESSOR GILLINGHAM AND ASSISTANT

*1. Life of Christ. Freshman year, fall term.
*2. Pioneers of Palestine. Freshman year, winter term.
*3. Princes of Palestine. Freshman year, spring term.
*4. People of Palestine. Sophomore year, fall term.
*5. The Teachings of Jesus. Sophomore year, winter term.
6. The Apostolic Church. Sophomore year, spring term.
7. A Bird's-eye View of the Bible. Junior year, fall term.
8. Poets of Palestine. Junior year, winter term.
9. Prophets of Palestine. Junior year, spring term.
10. Men and Messages of the Old Testament. Senior year, fall term.
11. Men and Messages of the New Testament. Senior year, fall term.

These courses are described under The Bible Training Department.

Five courses in Bible and allied subjects are required for graduation. Three of these must be in English Bible, and may be taken during the Freshman, Sophomore, and Junior years in any term. The required work for Seniors consists of the allied subjects, The Grounds of Theistic and Christian Belief (Philosophy 3), and Ethics (Philosophy 4).

EDUCATION

DEAN BARNES

1. Elementary Psychology. Identical with Psychology 1. Freshman year, fall term.

2. Psychology Applied to Education. Identical with Psychology 2. Freshman year, winter term.

3. History of Education. A study of the educational systems of early China, Greece, and Rome; the history of Christian education; the rise of the universities; the Renaissance; and the educators of the sixteenth, seven-

teenth, eighteenth, and nineteenth centuries. A careful study is made of such modern educators as Rousseau, Pestalozzi, Froebel, Herbart, and Horace Mann. The last part of the course is devoted to the comparison of the school systems of Germany, France, England, and the United States. Text-book, Graves' History of Education. Sophomore year, fall term.

4. Child Psychology. Identical with Psychology 3. Sophomore year, winter term.

5. Problems in Secondary Education. The ideals of education and the problems that confront the secondary teacher are carefully studied. The curriculum, discipline, athletics, social organization, sex pedagogy, and the like, as applied to the high school, and kindred subjects are discussed. Text-book, Johnston's High-school Education, supplemented by Hall's Problems in Education, lectures, and reports by the students. Sophomore year, spring term.

7. Teachers' Course in Latin. Identical with Latin 10. Senior year, spring term.—Professor Bassett.

8. Educational Psychology. Identical with Psychology 5. Senior year, spring term.

9. History of Mathematics. Identical with Mathematics 13. Senior year, spring term.—Professor Knapp.

ENGLISH LANGUAGE

Professor Hunter

*2, 3. Rhetoric. Genung's Practical Elements of Rhetoric, with illustrative examples, is studied, and the students are familiarized with the principles of style and invention. Practical exercises accompany the study of the text-book. This is accompanied by work in Rhetorical Analysis, consisting of application of the principles referred to above. The work is altogether practical, and consists of rhetorical criticism of selections of English prose and of original work in sentence structure, paragraphs, and longer compositions prepared by the students both in and for the classroom. Required in all groups. Freshman year, winter and spring terms.

*1. Outlining and Argumentation. *Five Weeks.*—Outlining or analysis of topics for discussion. Analytical study of the principles of debating. Practical work is done in accordance with an approved system of principles and rules. The absolute necessity of method in all composition is emphasized. At least fifteen outlines of assigned topics are presented by each student, and criticised and returned by the professor. *Nine Weeks.*—Argumentation. This part of the course follows the work in outlining and involves the application of the principles that have been studied in the production of finished argumentative exercises, which are delivered in class, and criticised by the instructor. Attention is given to the delivery as well as to the thought and composition, since the aim of the course is to develop the power of effective public address. Required in all groups. Sophomore year, fall term.

Carnegie Hall

*12, 13. Public Speaking. The first term's work includes a study of the science of tone production and practice in the delivery of good examples of oral discourse. It involves also some study of the science of effective public speaking, based on a text-book. The second term's work is a continuation of that of the first term. More emphasis is placed on the interpretative aspect of the oral work. During this term a detailed study of the text-book on public speaking is carried on, and the principles are put into practice in the form of original exercises by the students. Sophomore year, winter and spring terms.

ENGLISH LITERATURE

MRS. ALEXANDER

*5, 6. English Literature. A survey of the entire field of English Literature from its beginning to the death of Victoria. The development of the literature from period to period is carefully noted, and the lives, works, and characteristics of the more prominent authors are studied and criticised. Text-books, Long's History of English Literature and Newcomer's Twenty Centuries of Prose and Poetry. Sophomore year, winter and spring terms.

*4. American Literature. Two weeks are devoted to Colonial literature. The rest of the time is given to a careful study of the works of the leading American poets and prose writers of the nineteenth century. Library work and Page's Chief American Poets. Junior year, fall term.

*11. Development of English Poetry. An introductory study of the technic of the art of verse. The forms of English poetry are studied, including the epic, ballad, sonnet, odes, and other lyrics. These forms will be traced in examples from Chaucer to Tennyson. The object of the course is to increase the enjoyment and appreciation of poetry by insight into the methods of the poets and by acquaintance with the best examples of their art. Junior year, winter term.

*7. Nineteenth Century Prose. A study of representative nineteenth-century prose writers, with especial attention to the development of the essay and of prose fiction. The work is based on typical essays of Lamb, Macaulay, Carlyle, Ruskin, Stevenson, and Arnold; and representative fiction by Jane Austen, Charlotte Bronté, George Eliot, Thackeray, Meredith, and Kipling. Senior year, fall term.

*8. Shakespeare. A chronological study of Shakespeare, noting the development of his poetic art; with introductory lectures on the evolution of the drama, and on the contemporaries of Shakespeare. Text-book, Brooke, Cunliffe, and MacCracken's Shakespeare's Principal Plays. Senior year, winter term.

*9. Nineteenth Century Poets. A study of Wordsworth, Tennyson, and Browning, with introductory lectures, classroom criticism, and papers on assigned subjects. Senior year, spring term.

HISTORY

MRS. ALEXANDER

9, 10. History of Western Europe. A general course presupposing previous study of the subject in the high school, and dealing with political, economic, social, and religious events from the overthrow of the Roman Empire to the present time. Text-book, Robinson's History of Western Europe, with collateral reading and map work. Freshman year, winter and spring terms.

8. Eighteenth Century European History. Special emphasis is laid upon political and fundamental economic matters, such as the Industrial Revolution, commerce and colonies, the internal reforms of the European states, and the general advance of science. Text-book, Robinson and Beard's The Development of Modern Europe, Volume I. Sophomore year, fall term.

1. Nineteenth Century European History. A study of conditions in Western Europe as they have been developed from the French Revolution. The subjects include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire, and the revolutionary movements of 1830 and 1848; and special topics for individual study. Sophomore year, winter term.

*7. Roman History and Politics. Identical with Latin 12 and given in English with no language requirement. Sophomore year, winter term.

3. Church History. A general survey of the history of the Church from the first century to the present time, with especial emphasis upon the great leaders and thinkers of the Church. Text-book and library work. Sophomore year, spring term.

*4. American History. This course combines and offers in briefer form the work heretofore given in Courses 4 and 5, and is a study of the development of the United States from the close of the American Revolution to the present time. The course emphasizes those things which have been especially instrumental in the growth of our nation. Text-book, Fish's The Development of American Nationality. Junior year, fall term.

HOME ECONOMICS

MISS BLISS AND ASSISTANT

16. Textiles and Clothing. History of textile industries; study of textile processes; tests for various fibres and judging of cloth; clothing budgets; drafting of patterns; hand and machine sewing; garment making. Text-book, Woolman and McGowan's Textiles. Prerequisite or parallel, Chemistry 1. Laboratory practice, six hours a week; lectures, two hours. Freshman year, fall term.

17. Food and Dietetics. Classification and composition of foods; food values; food combinations; cooking and serving. Text-book, Sherman's

Food Products. Prerequisite, Chemistry 1; parallel, Chemistry 2. Laboratory practice, six hours a week; lectures, two hours. Freshman year, winter term.

18. Food and Dietetics. A continuation of Course 17. Selection of food, cost, marketing; production and manufacture of foods; cooking and serving. Text-book, Sherman's Food Products. Prerequisites, Home Economics 17 and Chemistry 1 and 2. Laboratory practice, six hours a week; lectures, two hours. Freshman year, spring term.

19. Food and Dietetics. Preservation of food; requirements of various groups; relation of costs to nutritive value; planning, cooking, and serving meals; invalid cookery; demonstrations. Text-books, Sherman's Chemistry of Food and Nutrition and Rose's Laboratory Manual of Dietetics. Prerequisites, Home Economics 17 and 18 and Chemistry 1, 2, and 11. Laboratory practice, six hours a week; lectures, two hours. Sophomore year, fall term.

20. Dressmaking. History of costume; drafting; garment making. Text-book, Jane Fales' Dressmaking. Prerequisite, Home Economics 16. Open to Sophomores and to Freshmen not taking Course 17. Laboratory practice, six hours a week; lectures, two hours. Sophomore year, winter term.

21. Art and Clothing. A continuation of Course 20. Costume design; relation of design and color to use of material; garment making. Text-book, Jane Fales' Dressmaking. Prerequisites, Home Economics 16 and 20. Open to Sophomores and to Freshmen not taking Course 18. Laboratory practice, six hours a week; lectures, two hours. Sophomore year, spring term.

22. Applied Design. Theory of pure design and its application; space division and space relations; theory of color, color scheme, and exercises; conventionalization of natural forms for various functions; practice in execution. Laboratory practice, six hours a week; lectures, two hours. Junior year, fall term.

23. Home Architecture and Sanitation. Situation, surroundings, and construction of the house; hygiene of the home; heating; lighting; ventilation; water supply; drainage; house plans are made and cost of building estimated; community problems and public sanitation are studied. Text-books, Robinson's Domestic Architecture and Talbot's House Sanitation. Prerequisite, Home Economics 22. Laboratory practice, four hours a week; lectures, three hours. Junior year, winter term.

24. Home Decoration. Evolution of the house; history of home life among primitive peoples; theory of color and design applied to home decoration; furnishing the home from a sanitary and artistic standpoint. Text-book, Rolfe's Interior Decoration for the Small House. Prerequisites, Home Economics 22 and 23. Laboratory practice, four hours a week; lectures, three hours. Junior year, spring term.

LANGUAGES

FRENCH

MADAME DENNÉE

*1, 2, 3. College Beginning French. Designed for those who enter college without French and are sufficiently well prepared in language study to do rapid work. Fall term, Fraser and Squair's Grammar, easy prose, and conversation. Winter and spring terms, composition, reading of some of the most representative authors: Lamartine, Hugo, De Musset, Merimée, and Molière. Sophomore year, fall, winter, and spring terms.

*4, 5, 6. Advanced French. Conversation. Reading of modern and contemporary authors: Loti, France, Balzac, Hugo, Chateaubriand. Representative works of Racine, Corneille, Molière, Beaumarchais. Collateral reading and themes in French. Lectures, in French, on literature. Textbook, François' Advanced Prose Composition. Junior year, fall, winter, and spring terms.

GREEK

*1, 2, 3. First Greek. The work of the fall term and of the first part of the winter term purposes to secure a mastery of the principal inflections, a careful study of the principles of syntax, and facility in reading and writing easy sentences in Greek. In the latter part of the winter term the Anabasis is begun, continuing through the spring term with a thorough review of Greek grammar and Greek composition. Freshman year, fall, winter, and spring terms.

4. Herodotus and Thucydides. Selections from the works of Herodotus and Thucydides. A careful study of the dialect of Herodotus. Special reading on the rise and development of history as a division of Greek literature. A study of the history of Greek literature is begun, based on Wright's and Jebb's texts, with assigned reading in Mueller and Mahaffy. Sophomore year, fall term.

*12. Homer's Iliad, Books i-iii, omitting the Catalog of Ships. Mythology and geography are studied as required for the full understanding of the text. Review translation and sight reading are practiced daily. Special attention is paid to the dialect and to the scansion. Sophomore year, winter term.

5. Lucian. Several of the more important dialogs are read, and the peculiarities of the late Attic style are studied. The study of the history of Greek literature is continued. Sophomore year, winter term.

*11. Greek Testament. One of the Gospels or the Acts is read in class, Westcott and Hort's text being used, with Thayer's lexicon and Winer's and Robertson's grammars. In connection with the reading of the assigned text, a study is made of the general characteristics of Hellenistic Greek, the literature of this period, and the most important New Testament manuscripts and versions. Sophomore year, spring term.

6. Plato. The Phædo is read for the immortal teachings of Socrates, with the Apology or the Crito for his life and death. Brief outline of pre-Socratic philosophy. A study is made of the philosophic dialog and of Plato's literary style. Sight translation from easy Attic prose. Junior year, fall term.

7. Tragic Poetry. Æschylus' Seven against Thebes or Prometheus Bound, and Sophocles' Œdipus Tyrannus or Antigone are read in alternate years, with one play from Euripides, either Alcestis or Iphigenia in Tauris. The origin and development of tragedy, the Greek theater, and other related topics are discussed in lectures and studied in assigned readings. Junior year, winter term.

8. Comic Poetry. The Frogs of Aristophanes is read in class. The development of comedy and its place in Greek literature and Greek life are studied. One hour a week is given to the study of Greek architecture, based upon a text-book, supplemented by lectures and the examination of drawings and stereographs. Junior year, spring term.

9. Oratory. Selections from Lysias and Demosthenes constitute the basis of a general study of the rise and development of political oratory and of its influence on Greek literature. Frequent written translations are required to develop accuracy and elegance in rendering the polished style of the classical orators. One hour a week is devoted to lectures and discussions on Greek sculpture and painting, Tarbell's History of Greek Art being used as a text. Junior year, spring term.

10. The Odyssey. Designed to be a rapid reading course covering the entire Odyssey, of which the equivalent of about nine books is read in the original and the intervening portions in a translation. Merry's two-volume edition of the Odyssey is used as a classroom text. Homeric geography, politics, religion, home life, and art are studied in connection with the reading of the text. Junior year, spring term.

HEBREW

PROFESSOR GILLINGHAM

1, 2. Beginning Hebrew. Grammar and exercises, and reading of easy portions of the Old Testament. The satisfactory completion of both courses will enable candidates for the ministry to secure advanced standing in Hebrew in the theological seminary. Text-books, Harper's Inductive Hebrew Method and Manual, and Elements of Hebrew. Offered every second or third year. Senior year, fall and winter terms.

LATIN

PROFESSOR BASSETT

*1. Livy. Book xxi and selections from Book xxii. Thorough study of the historical setting of Livy's narrative. Special emphasis upon the syntax. Sight reading. Freshman year, fall term.

*2. De Senectute and De Amicitia. A careful study of De Senectute,

followed by a rapid reading of De Amicitia. Special attention to the author's thought and style, and to practice in translation. Sight reading. Freshman year, winter term.

9. Tacitus and Seneca. Tacitus' Agricola and selections from the writings of Seneca. A critical study of the historical setting, structure, and purpose of the Agricola. The characteristics of Silver Latin as illustrated in the style of Tacitus and Seneca receive close attention. Freshman year, spring term.

13. Catullus and Ovid. The main work of the term consists in a study of the poet Catullus. His principal poems are read with special attention to the content, style, and meter. The work in Catullus is followed by rapid reading in Ovid. As much ground as possible is covered at sight, in addition to the passages assigned. This course may be offered instead of Course 9. Freshman year, spring term.

*3. Cicero and Pliny. Selections from the letters of Cicero and Pliny. The letters read are such as illustrate the life, customs, and political history of the times, and the characters of the writers. Sight reading. Prerequisite, one of the preceding courses. Sophomore year, fall term.

*4. Horace. Odes and Epodes. Courses 4 and 5 present a general view of the works of the poet Horace. By this time the student has a sufficient knowledge of the grammatical structure of the language to enable him to study the poems of Horace from a literary viewpoint. Special attention to the metrical structure, and thorough drill in scansion. Prerequisites, two of the preceding courses. Sophomore year, winter term.

*5. Horace and Juvenal. Selections from the Satires and Epistles of Horace, including the Ars Poetica, and selections from the Satires of Juvenal. Origin and development of Roman satire. A continuation of Course 4. Prerequisite, Latin 4. Sophomore year, spring term.

6. Roman Literature of the Republic. The work of this year consists of a thorough and systematic review of the whole period of Roman literature — its beginnings, development, and decline — with special reference to its connection with Roman history. Courses 6, 7, and 8 should be taken in succession. They presuppose thorough familiarity with Latin syntax, a good working vocabulary, and considerable practice in translation. Readings from representative authors. Lectures by the professor in charge. Reports on assigned portions of the various histories of Latin literature and other reference works. The work of this term is a study of the fragments of early Latin, Plautus, Terence, Lucretius, Catullus, and the prose writers of the age of Cicero. Junior year, fall term.

7. Roman Literature of the Empire (A). The Augustan Age. A continuation of Course 6. Selections from Vergil's Eclogues and Georgics and Books vii to xii of the Æneid, Horace, Ovid, and the Elegiac Poets, and the prose writings of the period. Junior year, winter term.

8. Roman Literature of the Empire (B). Silver Latin, and Post-classical Latin. A continuation of Course 7. Selections from Lucan,

Seneca, Martial, Quintilian, Tacitus, Suetonius, Apuleius, and others. Junior year, spring term.

10. Teachers' Course. Intended to assist those who expect to teach high-school Latin. After a systematic study of the principles of the language, the class considers the most effective methods of teaching First Latin, Cæsar, Cicero, and Vergil. Lectures, discussions, papers, and collateral reading. Prerequisite, one reading course. Identical with Education 7. Senior year, spring term.

11. Mythology. Given in English. No language requirement. The work includes a general survey of Græco-Roman Mythology, a study of ancient Roman religious rites and festivals, and a brief outline of Norse, Egyptian, and North American mythology. Stress is laid upon the influence of the Myths on English Literature. Lectures, text-book work, reports on assigned topics, and collateral reading in English Literature. Sophomore year, fall term.

12. Roman History and Politics. Given in English. No language requirement. A general survey of Roman History from the earliest period until the time of Charlemagne, with special attention to the political development of the Roman State. Text-books, Abbott's Short History of Rome and Abbott's Roman Political Institutions. Identical with History 7. Sophomore year, winter term.

SPANISH

Miss Rendon

*1, 2, 3. College Beginning Spanish. Grammar, translation, composition, conversation. Text-books, DeTornos' Combined Spanish Method, Turrell's A Spanish Reader, Valera's El Pájaro Verde, and Galdós' Marianela. Junior year, fall, winter, and spring terms.

*4, 5, 6. Advanced Spanish. Advanced grammar, translation, composition, conversation. Text-books, Olmsted and Gordon's Abridged Spanish Grammar, Fontain's Flores de España, Moratin's El Sí de las Niñas, and Cervantes' Don Quijote. Senior year, fall, winter, and spring terms.

MATHEMATICS

Professor Knapp

*2. Plane Trigonometry. Definitions and fundamental notions; systems of angular measurement; trigonometric formulæ, their derivation and transformation; solutions of equations and of numerical problems. Required in all groups. Students that present Plane Trigonometry for college entrance take Course 4 or 9. Freshman year, fall term.

*4. Plane Analytic Geometry. Rectilinear and polar systems of coordinates; the straight line, circle, parabola, ellipse, and hyperbola; tangents and normals; general equation of the second degree and certain higher plane curves. Prerequisite, Mathematics 2. Either this course or Course 9

required of students that present Plane Trigonometry for college entrance. Freshman year, winter term.

*10. Plane Surveying. The use and adjustments of instruments, and the methods employed in practical surveying. The work includes chaining, triangulation, leveling, calculating areas and earthwork, establishing grades, dividing land, railway location, laying out curves, mapping, and topographical work. Special attention is given to field-work. Prerequisite, Mathematics 2. Freshman year, spring term.

*8. College Algebra. Logarithms; series; permutations, combinations, and probability; determinants and the theory of equations. Sophomore year, fall term.

*6, 7. Differential and Integral Calculus. Differentiation of algebraic and transcendental functions, with elementary applications of the calculus, especially in maxima and minima, and in the expansion of functions, the general treatment of curve tracing, asymptotes, inflection, curvature, and singular points; radius of curvature and envelopes. Direct integration of elementary forms, including integration by decomposition of fractions; integration by substitution, by parts, and by the aid of reduction formulæ. Applications particularly in the rectification, quadrature, and cubature of curves. Prerequisite, Mathematics 4. Sophomore year, winter and spring terms.

*9. Astronomy. A general survey; definitions; description and use of instruments; earth, moon, sun, planets, aerolites and shooting stars, comets, fixed stars; stellar and planetary evolution. Prerequisite, Mathematics 2. Either this course or Course 4 required of students that present Plane Trigonometry for college entrance. Junior year, winter term.

*11. Spherical Trigonometry and Solid Analytic Geometry. The development and transformation of formulæ; solution of spherical triangles with applications in geodesy, navigation, and astronomy. Systems of coordinates in solid analytic geometry; loci; lines, planes, surfaces; general equations of the second degree; ruled surfaces. Prerequisite, Mathematics 4. Junior year, spring term.

12. Differential Equations. Equations of the first and second orders; linear equations; solutions of equations by series; miscellaneous applications. Prerequisites, Mathematics 6 and 7. Junior year, spring term.

13. The History of Mathematics. Mathematical knowledge and methods of primitive races; Egyptians; the Greek schools; the Middle Ages and the Renaissance; mathematics of the seventeenth and eighteenth centuries; recent times; résumé by topics with a study of the methods of teaching elementary mathematics. Identical with Education 9. Senior year, spring term.

NATURAL SCIENCES

BIOLOGY

MISS GREEN AND LABORATORY ASSISTANT

*1. General Invertebrate Zoology. Classroom work, accompanied by dissection of typical forms, and field-work. Text-book, Hegner's Zoology, with Pratt's Laboratory Manual. Prerequisite, elementary physiology. Laboratory practice, four hours a week; recitations, three hours. Freshman year, fall term.

*2. General Vertebrate Zoology. Classroom work, accompanied by dissection of typical forms, and field-work. Text-book, Hegner's Zoology, with Pratt's Laboratory Manual. Prerequisite, elementary physiology. Laboratory practice, four hours a week; recitations, three hours. Freshman year, winter term.

*12. Vertebrate Embryology. Birds and Mammals. This course is especially valuable to students preparing for the study of medicine. Prerequisite, Biology 2. Laboratory practice, four hours a week; lectures, three hours. Freshman year, spring term.

*3. Botany. Life History of Plants from Seed to Flower. Emphasis is laid upon the chief problems involved in the physiology, ecology, and morphology of the seed, the developing plant, and the flower. Text-book, Bergen and Davis' Principles of Botany. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, fall term.

*4. Botany. Plant Morphology. A rapid morphological survey of the four great plant groups. Text-book, Bergen and Davis' Principles of Botany. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, spring term.

*5. Botany. Plant Physiology. A study of the most evident life relations of plants, embracing the fundamental principles of plant physiology. Classroom work, accompanied by experimental work in the laboratory. The work is not confined to any one text-book, but references are given out to various standard text-books on plant physiology. Prerequisite, Biology 3. Laboratory practice, four hours a week; recitations, three hours. Junior year, winter term.

*9. Advanced Physiology. Classroom work and laboratory experiments, bringing out the fundamental principles of the circulatory and respiratory systems. Especially valuable to students intending to study medicine. Text-book, Brubaker's Physiology, supplemented by reference work and lectures. Prerequisites, elementary physiology, elementary physics, and Biology 2. Laboratory practice, four hours a week; lectures and quizzes, three hours. Junior year, fall term.

*10. Advanced Physiology. Same as Course 9, except that digestion, absorption, excretion, and muscles are studied. Especially valuable to students of Home Economics, and to students preparing for a medical course. Prerequisites, same as for Course 9, with the addition of Chem-

istry 1 and 2. Laboratory practice, four hours a week; lectures and quizzes, three hours. Junior year, winter term.

*11. Physiology of the Brain, Cord, Eye, and Ear. Sense of taste, smell, pressure, temperature, and muscle sense are studied. Especially valuable as a preliminary to psychology courses and medical courses. Laboratory practice, four hours a week; lectures, three hours. Junior year, spring term.

CHEMISTRY

PROFESSOR LEAVENWORTH AND LABORATORY ASSISTANTS

The courses as outlined are planned to meet the demand of those desiring to become teachers of Chemistry; of those wishing a pre-medical training in Chemistry; and of those looking toward a career in industrial Chemistry.

*1. General Chemistry. This course includes the elements of theoretical chemistry and a study of the non-metallic elements and their compounds. The laboratory work aims to demonstrate the relation of facts to principles. Text-book and Manual, McPherson and Henderson. Laboratory practice, six hours a week; lectures and quizzes, two hours. Freshman year, fall term.

*2. General Chemistry. A continuation of Course 1. Freshman year, winter term.

*3. General Chemistry and Qualitative Analysis. A course comprising a study of the metals and their compounds together with the metallurgy of the common ores. The laboratory work covers the reactions of the bases and the acids, and their systematic separation and detection in unknown combinations. Text-book, Leavenworth's Qualitative Analysis. Laboratory practice, six hours a week; lectures and quizzes, two hours. Freshman year, spring term.

*11. Elementary Organic and Household Chemistry. Designed primarily for students in Home Economics. Laboratory practice, six hours a week; lectures, two hours. Prerequisites, Chemistry 1 and 2. Freshman year, spring term.

12. Advanced Household Chemistry. A course dealing with elementary biochemistry, chemical sanitation, food analysis, and poisons. The study is topical, with assigned collateral reading. Laboratory practice, eight hours a week; lecture, one hour. Prerequisites, Chemistry 1, 2, and 11. Sophomore year, fall term.

13. Advanced Qualitative Analysis. This course covers the principles and theory of analysis. Analyses are made of alloys, ores, and commercial products. Laboratory practice, eight hours a week; lecture, one hour. Prerequisites, Chemistry 1, 2, and 3. Sophomore year, fall term.

5. Quantitative Analysis. This course includes the principles and technique of gravimetric and volumetric methods of analysis, and consists mainly of laboratory practice, ten hours a week. Prerequisites, Chemistry 1, 2, 3, and 13. Junior year, winter term.

6. Quantitative Analysis. A technical course which, as far as possible, will be adapted to meet individual needs. Work is offered in the analysis of cement, ores, fuels, and oils. Laboratory practice, ten hours a week. Prerequisites, Chemistry 1, 2, 3, 13, and 5. Junior year, spring term.

7. Organic Chemistry. This course includes a study of the Aliphatic Compounds. Text-books, Remsen's Organic Chemistry and Orndorff's Manual. Laboratory practice, eight hours a week; lectures and quizzes, two hours. Prerequisites, Chemistry 1, 2, and 3. Senior year, fall term.

8. Organic Chemistry. A continuation of Course 7, taking up the Aromatic Compounds. Laboratory practice, eight hours a week; lectures, two hours. Prerequisite, Chemistry 7. Senior year, winter term.

14. Industrial Chemistry. This course covers briefly the organic and inorganic industries, such as coal tar, oils, soap, fermentation products, explosives, fuels, acids, fertilizers, cement, glass, pigments, and dyes. Text-book, Thorp's Industrial Chemistry. Recitations and informal lectures, five hours a week. Senior year, spring term.

15. Physical Chemistry. An introductory course covering briefly the theory of solution, thermo-chemistry, osmotic pressure, determination of molecular weights, electrolytic dissociation, and the like. Text-book, Firth's Practical Physical Chemistry. Laboratory practice, six hours a week; lectures, two hours. Senior year, spring term.

For acceptable substitutes for Chemistry courses in the Science Group, see Geology and Mineralogy.

GEOLOGY AND MINERALOGY

PROFESSOR LEAVENWORTH

*1. Mineralogy. A laboratory course of eight hours a week, accompanied by one hour lecture a week. Manual, Brush-Penfield's Determinative Mineralogy. Prerequisites, Chemistry 1, 2, and 3. Senior year, fall term.

*2. General Geology. Dynamic and Structural. Text-book, Chamberlain and Salesbury's College Geology. Prerequisites, Chemistry 1, 2, and 3. Senior year, winter term.

3. General Geology. Historical. A continuation of Course 2. Much use is made of the United States Geological Folios and Atlas. Also occasional field trips are made to interesting localities in the county. Senior year, spring term.

Geology 1, 2, and 3 may be substituted for Chemistry 7, 8, and 9 by students electing the Science Group.

PHYSICS

PROFESSOR KNAPP AND LABORATORY ASSISTANT

*1. Mechanics and Sound. Lectures, recitations, and quantitative experiments. Prerequisite, Mathematics 2. Laboratory practice, four hours a week; recitations, three hours. Junior year, fall term.

*2. Heat and Light. A continuation of Course 1. Junior year, winter term.

*3. Electricity and Magnetism. A continuation of Course 2. Junior year, spring term.

PHILOSOPHY

DEAN BARNES AND PROFESSOR GILLINGHAM

*2. Logic. Practical exercises and much original work in Induction connected with every-day questions, the aim being to make the study of practical service in such reasoning as will be met by the student in his subsequent experiences in life. Text-book, Hill's Jevons' Logic, in connection with questions and exercises prepared for the class. Required in all groups. Junior year, fall term.

*3. The Grounds of Theistic and Christian Belief. The principal theistic and anti-theistic arguments are reviewed, and then the main historical and philosophical arguments for belief in the Christian religion are considered. Text-books, Mullin's Why is Christianity True? and Fisher's Evidences of Theistic and Christian Belief. Prerequisites, Philosophy 2 and one course in psychology. Required in all groups. Senior year, winter term.—PROFESSOR GILLINGHAM.

*4. Ethics. The leading conceptions of moral theory are approached by the historical method. The student is led to see that moral problems are real problems, which are solved best by reflective thought that is guided by Christian ideals. The various types of ethical theory are discussed. Special emphasis is placed upon the ethics of social organizations: the state, the economic life, and the family. Text-book, Dewey and Tufts, supplemented by the works of Sidgwick, Green, Martineau, and Spencer. Prerequisite, one course in psychology. Required in all groups. Senior year, spring term.—DEAN BARNES.

POLITICAL SCIENCE

DEAN BARNES

10. American Government. The form and workings of local, state, and national government in the United States are studied. Discussion of current political events. Text-book, Hart's Actual Government, supplemented by readings in Bryce's American Commonwealth. Sophomore year, fall term.

1. Liberty. A study of the idea of the nation, and of the character and distribution of nationalities; a development of the idea and conception of the state, and a study of its origin, forms, and ends; a history of the formation of the constitutions of the states of Great Britain, the United States, Germany, and France, and of the organization of these states within their respective constitutions, and a study of liberty as guaranteed in their constitutions. Text-book, Burgess' Political Science, Volume I, supple-

mented by Story's Commentaries, and Thayer's and McClain's Cases, and the works of other authors. Junior year, winter term.

2. Government. A study of the forms of government, the constructions, powers, and duties of the legislative, executive, and judicial departments of the governments of Great Britain, the United States, Germany, and France. Text-book, Burgess' Political Science, Volume II, supplemented by the works of Story, Macy, and other authors. Junior year, spring term.

3. International Law. The elements of international law, with an account of its origin, sources, and historical development. Text-book, Lawrence, supplemented by prescribed readings in the works of Woolsey and Hall, and in Scott's and Snow's Cases. Senior year, fall term.

4. The Process of Legislation and Parliamentary Law. Designed to familiarize students with legislative structure and procedure, national, state, and municipal. Also a study of the structure and procedure of political conventions and similar bodies, and the theory and practice of parliamentary law. Prerequisites, Political Science 1 and 2. Senior year, fall term.

5. Political Parties. A study of the history, organization, and methods of action of political parties in the United States. Growth of the party system; primary and convention systems; permanent party organization; reform movements; and the value and theory of the party system. Senior year, fall term.

6. Comparative Governments. A comparative study of the governments of Greece, Rome, France, and Germany. Text-books, Ogg's Governments of Europe, supplemented by Lowell's Governments and Parties in Continental Europe. Senior year, winter term.

7. Comparative Governments. A comparative study of the governments of Switzerland, Austria-Hungary, Sweden, Norway, Great Britain, and the United States. Text-books, Ogg and Lowell, supplemented by Taswell-Langmead, Ridges, Low, Goodnow, Cooley, and Story. Senior year, spring term.

8. Constitutional Law. A brief study of the elementary principles of constitutional law exemplified by cases. Text-book, Hall's Constitutional Law, and McClain's and Thayer's Cases are used. Senior year, fall term.

PSYCHOLOGY

DEAN BARNES AND LABORATORY ASSISTANT

*1. Elementary Psychology. Designed for students taking the Teachers' Course. A text-book course, supplemented by lectures and typical experiments. Text-book, Pillsbury's Fundamentals of Psychology. Identical with Education 1. Freshman year, fall term.

*2. Psychology Applied to Education. The discussion of psychological problems which have reference to education; theory of recapitulation, correlations between mind and body, instinct, memory, imagination, apperception, interest, work, fatigue, motor control, and volition. Text-book,

Bolton's Principles of Education, supplemented by lectures. Identical with Education 2. Freshman year, winter term.

*3. Child Psychology. Problems, methods, and data in the psychological growth of children and youth. This course is developed with special reference to the dynamic conception of the mind, and mental growth as a function of sensori-motor coordination. From this point of view, attention, perception, apperception, interest, habit, and will are discussed. The course is designed to show the application of psychological laws and principles to educational theory and practice. Identical with Education 4. Sophomore year, winter term.

*4. Advanced General Psychology. A study of the psycho-physical organism by means of the Auzoux models, sensation, habit, attention, perception, memory, imagination, reasoning, emotions, and volition. Typical experiments. Lectures, readings, discussions, and reports. Prerequisite, Psychology 1 or 2. Senior year, fall term.

5. Educational Psychology. Psychology applied to teaching and management in the high school and upper grammar grades; a study of the group consciousness and social instincts of adolescents, competition, rivalry, sex, dress, social organization, with special reference to the meaning of these facts in their application in the organization of the school. Identical with Education 8. Prerequisites, Psychology 1, 2, and 3. Senior year, spring term.

6. Social Psychology. A study of group consciousness and social origins. Relation of the psychic life of the group to the group activities. Instruction and discipline of children by the parents and by the group. Comparison of the mental traits of different races and social classes. Psychology of the crowd, the mores, and folkways. Open to Seniors and to Juniors who have had Psychology 1, 2, 3, and 4. Senior year, winter term.

7. Experimental Psychology. This course consists of experiments in acoustics, haptics, optics, reactions, taste, and smell. Text-book, Titchener's Experimental Psychology, supplemented by the works of Külpe, Sanford, Judd, and Myer. Senior year, spring term.

8. Experimental Psychology. A continuation of Course 7. Special emphasis is placed upon the study of the reaction experiment by the use of the Hipp chronoscope. Senior year, spring term.

SOCIAL SCIENCE

2. Practical Sociology. The units of social organization, questions of population, questions of the family, the labor system, social well-being, and the defense of society. Sophomore year, fall term.

12. City Problems. The first half of this course is devoted to the study of Howe's The Modern City and Its Problems. This book deals in general with the governments and problems of modern cities in England, Germany, and the United States. The second half is a study of Wilcox's

Great Cities in America, in which the problems of six great American cities are specifically discussed. Sophomore year, winter term.

13. Rural Problems. Designed to show the scope of rural sociology, to compare the advantages of country and city, to mark out the nature of the rural problem, to consider such improvements as are conducive to rural community welfare. Text-book, Gillette's Constructive Sociology. Sophomore year, spring term.

14. Economic Principles. An elementary course presenting the fundamental concepts and problems of economics to serve as a general survey of the subject. Text-book, Bullock's Introduction to the Study of Economics. Junior year, fall term.

15, 16. Economic Principles. Designed to provide advanced study in the field of economics. A philosophic study of the economic principles that explain the industrial conditions of modern countries, particularly of the United States. The organization of production, value and exchange, money, international trade, distribution of wealth, labor problems, problems of economic organization, and taxation are the chief questions considered. Text-book, Taussig's Economic Principles. Junior year, winter and spring terms.

S. A. T. C. COURSES

Courses conforming to the requirements of the War Department's Committee on Education and Special Training were conducted during the fall term in twelve specified subjects, and taught by the heads of the departments to which the respective courses belong. The names and the number of lecture hours a week of these courses are as follows: War Issues, 3; English Composition, 2; Conversational French, 3; Plane Trigonometry, 3; College Algebra, 2; Astronomy, 3; Meteorology, 2; Chemistry (Inorganic), 4; Physics, 4; Biology (Human Physiology), 4; International Law, 2; American Government, 3.

PRE-MEDICAL COURSE

For the benefit of students preparing to study medicine but unable first to complete the full four years' college course leading to a degree, the College provides a special course covering those college studies demanded for entrance to medical schools of Class A standard, as classified by the American Medical Association. The requirements for admission to this course are the same as for admission to the Freshman Class, except that the fifteen units of high-school work presented need not include more than two units of foreign languages.

The course of study may be completed in two years if taken in the order prescribed in the following synopsis. Each fall term course is the equivalent of four semester hours; each winter term course, three hours; and each spring term course, three hours. The first year's work, therefore, provides thirty-four semester hours, and the second year's work, thirty semester hours. This is in addition, of course, to the equivalent of two semester hours in physical training required of all students.

Synopsis of Courses.—The following is a synopsis of the courses meeting the requirements of the American Medical Association:

FIRST YEAR

Fall	*Winter*	*Spring*
Bible 4	English 2	English 3
French 1	French 2	French 3
Mathematics 2 or Psychology 1		
Chemistry 1	Chemistry 2	Chemistry 3

SECOND YEAR

Fall	*Winter*	*Spring*
Physics 1	Physics 2	Physics 3
Organic Chemistry 7	Biology 9 or Psychology 2 or 7	Biology 10 Bible 6
Biology 1	Biology 2	

These courses are described under Departments of Instruction in the foregoing pages. A student completing the pre-medical course will be certified to to the medical school that he may wish to enter.

Anderson Hall

THE TEACHERS' DEPARTMENT

A large percentage of the graduates and undergraduates of Maryville College become teachers. They are found in all sections of the United States, especially in the Southern Appalachian region, and in the Southwest and West, and are employed in elementary schools, high schools, and colleges.

The instructors in the various departments of the College endeavor to conduct their work in such a way as to help train teachers both by the thoroughness of the instruction given in the various branches, and by the object lesson of the methods employed in the classrooms. Competent teachers selected from many colleges and universities bring the best methods of those schools to their work at Maryville. The teachers trained at Maryville rank high in sound scholarship and practical pedagogy.

Besides providing model methods in college management and classroom work, the College maintains a special department for the vocational training of teachers. The courses offered meet the requirements of the State Board of Public Instruction for Tennessee. The teacher's certificate issued by this Board is recognized by reciprocating boards in other States throughout the country. The Education Group in the College Department leads to the Bachelor's degree. In the Teachers' Department a six years' course of study designed to equip prospective teachers thoroughly for their profession is offered.

PREPARATORY

Synopsis of Courses.—The following is a synopsis of the courses in the four preparatory years:

First Year	Second Year	Third Year	Fourth Year
Mathematics II	Mathematics III	Mathematics IV	Mathematics V
English I	English II	English III	or English IV
Latin I	Latin II	Lat. III, Span. I,	Lat. IV, Span. II,
History I	Science I	or French I	or French II
		History III	Science II
*Mathematics I	*History II		Pedagogy I
	*Bookkeeping I		*History IV

* May be taken as an extra study by permission of the Principal of the Preparatory Department.

Pedagogy.—Fourth Year: I. This course is designed to prepare the teacher to control and teach a school in accordance with sound pedagogical principles and methods. The principles underlying class management and instruction are studied, and the practical problems of organization, discipline, and method are discussed. In the fall term Colvin and Bagley's Human Behavior and McMurry's Method of the Recitation are used as text-books. In the winter term Seeley's School Management is used as the text-book. In the spring term Charter's Teaching the Common School Branches is used as the text-book. This course is open also to such students in the college classes as may desire special work in these lines.

Special Courses.—To accommodate teachers and others who enter College after the Christmas holidays, special courses in history, civics, higher arithmetic, and grammar are offered. Students may also take up any full-year course offered in the curriculum of the preparatory years for which they are prepared. College courses may also be taken by those who have had sufficient preparation.

Special Double Courses.—In addition to the regular courses, and the special courses referred to above, special double courses in Beginning Latin, Beginning French, and Beginning Algebra are provided, by which a full year's credit in these studies may be secured during the winter and spring terms. The classes recite ten hours each a week, and prepare respectively for Latin II (Cæsar), French II, and Mathematics III (Advanced Algebra). For the successful completion of any one of the double courses one unit credit will be given; for any of the other preparatory courses, proportional credit will be allowed.

Other Courses.—Detailed descriptions of the courses outlined in the four preparatory years of the Teachers' Department will be found under Description of Courses in the Preparatory Department. These four years correspond closely to the regular courses of the Preparatory Department, and contain sixteen units of academic work. Those completing these four years are admitted to the Freshman Class of the College.

COLLEGE

The work of the two college years of the Teachers' Department corresponds somewhat to that of the Freshman and Sophomore years of the College. Eight courses of the College Department of Education may be completed during these two years, thus giving the student that completes the work of the Teachers' Department a very thorough vocational training. The courses in pedagogy, psychology, and the history of education are conducted in accordance with the best normal methods now in vogue. Those completing the work of this department may, after two years' additional work, graduate from the College in the Education Group of studies and receive the Bachelor's degree.

Synopsis of Courses.—The following is a synopsis of the courses offered in the two college years:

Education 1, 2, 3, 4, 5, 7, 8, and 9 (Eight courses to be taken).

English 1, 2, and 3 (Three courses to be taken).

Mathematics 2 (To be taken).

Chemistry 1, 2, and 3; Biology 1; Physics 1, 2, and 3; Latin 1, 2, 3, and 4; French 1, 2, 3, and 4 (Four courses to be taken).

Bible 1, 2, 3, 4, 5, and 6 (Two courses to be taken).

Education.—1. Elementary Psychology. Identical with Psychology 1. Freshman year, fall term.

2. Psychology Applied to Education. Identical with Psychology 2. Freshman year, winter term.

3. History of Education. A study of the educational systems of early China, Greece, and Rome; the history of Christian education; the rise of the universities; the Renaissance; and the educators of the sixteenth, seventeenth, eighteenth, and nineteenth centuries. A careful study is made of such modern educators as Rousseau, Pestalozzi, Froebel, Herbart, and Horace Mann. The last part of the course is devoted to the comparison of the school systems of Germany, France, England, and the United States. Text-book, Monroe's History of Education. Sophomore year, fall term.

4. Child Psychology. Identical with Psychology 3. Sophomore year, winter term.

5. Problems in Secondary Education. The ideals of education and the problems that confront the secondary teacher are carefully studied. The curriculum, discipline, athletics, social organization, sex pedagogy, and the like, as applied to the high school, and kindred subjects are discussed. Text-book, Johnston's High-school Education, supplemented by Hall's Problems in Education, lectures, and reports by the students. Sophomore year, spring term.

7. Teachers' Course in Latin. Identical with Latin 10. Open to Sophomores and Juniors that have had at least one reading course. Senior year, spring term.

8. Educational Psychology. Identical with Psychology 5. Open to Sophomores and Juniors who have completed Psychology 1, 2, and 3. Senior year, spring term.

9. History of Mathematics. Identical with Mathematics 13. Open to Sophomores taking the Teachers' Course. Senior year, spring term.

Other Courses.—Detailed descriptions of the other courses offered in the synopsis of the college years of the Teachers' Department will be found under Departments of Instruction in the College Department.

THE PREPARATORY DEPARTMENT

The purpose of the Preparatory Department is to furnish thorough courses of training in high-school branches leading to entrance to the Freshman Class. Conditioned Freshmen are permitted to make up their conditions in this department. Students in the Teachers' Department take their first four years' work in preparatory courses, and Bible Training students have the privilege of electing studies in this department. Opportunities are provided also for a large and worthy class of young people, with limited means and time at their command, to obtain some preparation for their future work. All the privileges and advantages of the institution are available to students in the Preparatory Department.

ADMISSION

Admission to the department is by examination. Certificates from principals of secondary schools will, however, be accepted and credit given for equivalent work in any of the subjects required for graduation. Credit thus given is conditional, and will be canceled in any subject in which the student is found to be deficient. Full credit for physiology or physics will not be given unless a reasonable amount of laboratory work has been done in connection with the text-book work. Diplomas must be accompanied by certified statements of the amount of time devoted to each subject studied, and the passing grade, together with the name of the text-book used and the ground covered. In all cases students coming from other secondary schools, whether asking for credits or not, must present letters of honorable dismissal from their former principals. Students that have been out of school for a number of years are admitted under the general rule that all candidates for admission must furnish satisfactory evidence of good moral character, and must have completed the common-school branches. All students sign a pledge to orderly conduct while members of the institution. Applicants under fifteen years of age, unless residents of Maryville, will not be admitted.

COURSES OF STUDY

The department offers two courses of study: the Classical and the General. All regular courses of study begin in the fall term and continue throughout the year. Courses may be entered at the opening of the winter

or spring term, provided the student has had the work of the preceding term or its equivalent.

SYNOPSIS OF COURSES

Classical	General
First Year	First Year
Mathematics II	Mathematics I
English I	Mathematics II
Latin I	English I
History I	History I
* Mathematics I	
Second Year	Second Year
Mathematics III	Mathematics III
English II	English II
Latin II	Science I
Science I	History II, or
* History II	Bookkeeping I
Third Year	Third Year
† Mathematics IV	Mathematics IV
† English III	English III
Latin III	Spanish I, or
Spanish I	French I
French I	History III
History III	
Fourth Year	Fourth Year
‡ Mathematics V	Mathematics V
English IV	English IV
Latin IV	Spanish II, or
Spanish II	French II
French II	Science II
Science II	History IV
History IV	

NOTES.—1. English Bible is required for seven weeks each year. The work is so arranged as not to interfere with the other prescribed studies, and is credited for graduation.

2. In addition to the courses listed above, which begin in the fall term, extra classes in Latin I, French I, Mathematics II, and other branches, are provided at the opening of the winter term. For further information see Special Courses and Special Double Courses, in the Teachers' Department, and the smaller bulletins.

* May be taken in addition to the required studies, by permission of the Principal.

† These studies and one language are required; the other study is elected.

‡ The studies to be taken in the fourth year must include Science II and one language; the other two studies are elected.

REQUIREMENTS FOR GRADUATION

The requirements for graduation in either the Classical or the General Course are fifteen units of work as prescribed in the Synopsis of Courses. A unit is the equivalent of five forty-five-minute recitation periods a week in one subject throughout the academic year. A student may elect either course, but must pursue the studies prescribed in the course elected for at least one year, unless change is made in accordance with the administrative rule regarding changes of course. The prescribed work is four recitation periods a day. All boarding students in this department are required to take gymnasium work to the amount of two hours a week, for which credit for one recitation hour is given. Partial work may be permitted at the discretion of the Principal.

Credits for all work done in this department are recorded on the unit basis. An uncompleted year's work in any subject will be so indicated on the records, and unit credit for that subject withheld until the student shall have completed the year's work. A maximum of one unit condition will be allowed for advancement in classification to the following year. The passing grade in the Preparatory Department is seventy.

DESCRIPTION OF COURSES

Mathematics

First Year: I. Higher Arithmetic. A thorough course in arithmetic is offered. The subjects considered are percentage and its various applications, exchange, equation of payments, progressions, involution and evolution, mensuration, ratio and proportion, and the metric system.

II. Algebra. The work as given in Milne's New Standard Algebra, to radicals.

Second Year: III. Algebra. Radicals, quadratics, zero and infinity, ratio and proportion, progressions, logarithms, series, binomial and exponential theorems, indeterminate coefficients, and equations in general.

Third Year: IV. Plane Geometry. Five books of plane geometry, together with about three hundred original theorems and problems. Wentworth and Smith's Geometry is the text-book used.

Fourth Year: V. Solid Geometry and Plane Trigonometry. Solid Geometry is begun and finished during the fall term. Plane Trigonometry is studied throughout the winter and spring terms. Wentworth and Smith's text-book is used.

English

First Year: I. Technical English Grammar, as presented by the best modern authors, is made the basis of the first year's work. Written themes are required weekly, in which drill is given on capitalization and

punctuation, and, in an elementary way, on unity and coherence in the paragraph and the sentence. Special care also is given to the oral work of the student, and oral themes are required. The selections for study are as follows: Halleck and Barbour's Readings from Literature and the First Book of Samuel.

Second Year: II. Composition and Rhetoric. Brooks' Composition Book II is made the basis of this year's work. Oral and written themes are required weekly. A further study is made of unity and coherence in the composition and in paragraphs, and practice is given in variety of sentence structure. During the year the work is supplemented by the study of selections as follows: The Gospel of Mark; Shakespeare's Julius Cæsar; Scott's Ivanhoe; Selections from American poetry. In addition outside reading is assigned by the teacher in charge.

Third Year: III. English Literature. During this year written themes are required based on topics that arise from the study of literature and from the daily life of the student. The texts used for study are as follows: Shakespeare's Macbeth; The Four Gospels; Dickens' Tale of Two Cities; Tennyson's Idylls of the King. Reports are required on outside reading assigned by the teacher. In oral work Brewer's Oral English is used.

Fourth Year: IV. English Literature. As a basis of this year's work specimens of the novel, the essay, the drama, the short story, and of poetry are chosen from the classics for special study. The student is required, under the guidance of the teacher, to develop each of these lines of study, with special attention to contemporary literature. Both written and oral themes are required. The classics for study are as follows: Shakespeare's Hamlet; Types of the Short Story (Heydrick); Selections from Wordsworth, Shelley, Keats, Byron, and Browning (Gateway Series); Chaucer's Prologue and Knight's Tale; Emerson's Essays on Manners, Self Reliance, and other subjects; Old Testament Selections.

Latin

First Year: I. First Latin. Pearson's Essentials, supplemented by outlines presented to the class. The First Latin is completed in the spring term, and is followed by the reading of easy prose selections.

Second Year: II. Cæsar and Latin Composition. Cæsar, four periods each week; Latin composition, one period. During the year outlines are given to the class in its study of Latin grammar. The first four books of the Gallic War are completed. The texts used are Allen and Greenough's Cæsar and Allen and Phillips' Latin Composition.

Third Year: III. Cicero. Latin Composition. Cicero, four periods each week; Latin composition, one period. The four orations against

Catiline, the Manilian Law, and the Archias. Special attention is paid to drill in pronouncing the Latin, intelligent reading in the original, and translation at sight and at hearing.

FOURTH YEAR: IV. Vergil and Mythology. One month is spent in the study of mythology before beginning Vergil. The principles of quantity and versification are carefully studied. Thorough drill in oral and written scansion. Sight reading. The course covers the first six books of Vergil's Æneid. The last three weeks of the spring term are devoted to prose composition.

Spanish

THIRD YEAR: I. Elementary Spanish. The course consists of pronunciation, translation, rules of syntax, reading, and memorizing of short poems. Text-books, De Vitis' Spanish Grammar for Beginners and Spanish Reader for Beginners.

FOURTH YEAR: II. Advanced Spanish. This course consists in a rapid review of the first part of De Vitis' Grammar and a completion of the book, followed by the reading of Alarcón's Novelas Cortas and El Capitán Veneno, and composition and conversation.

French

THIRD YEAR: I. Elementary French. François' Beginner's French. Composition, conversation, and reading of Guerber's Contes et Legendes, Daudet's Trois Contes Choisis, Erckmann-Chatrian's Madame Thérèse.

FOURTH YEAR: II. Advanced French. Advanced grammar, composition, and conversation, reading selected from such authors as Dumas, Daudet, Sand, About, Schultz, Gréville: La Tulipe Noire, La Belle Nivernaise, La Mère de la Marquise, La Neuvaine de Collette, Dosia. Plays: Scribe's Le Verre d'Eau, Sardou's Les Pattes de Mouche, Molière's Le Bourgeois Gentilhomme.

History

FIRST YEAR: I. Ancient History. A brief outline of Egyptian and Oriental history from the earliest times to the conquest by Alexander, followed by a fuller course in Greek and Roman history to 476 A. D.

SECOND YEAR: II. Medieval and Modern History. A general survey of European history from the fall of the Western Empire, 476 A. D., to the present time. This work will be centered on the history of France.

THIRD YEAR: III. Advanced United States History and Government. A survey of the history of our country from its beginning to the close of the nineteenth century. This course is designed to give the student a thorough knowledge of the settlement of the country by European colo-

nists in the seventeenth century, the struggle with France for supremacy in America, the cause, course, and consequence of the American Revolution, the development of the Union under the Constitution, the slavery struggle, and the final advance of the country to the position it occupies to-day. Combined with the above, a thorough course in Civics is given, with careful detail of the Constitution and its Amendments. Channing's text is used.

FOURTH YEAR: IV. English History. A brief outline of the history of earlier England, followed by a more careful study of the periods of the Tudors, Stuarts, and House of Brunswick. This course is intended to give the student a good general knowledge of the history of our mother country and to prepare for subsequent courses in English literature and higher United States history.

Bookkeeping

SECOND YEAR: I. Bookkeeping. Thorough courses conducted throughout the year according to the practical methods employed in business colleges. Students may enter any part of the course in any term. No extra charge is made for this work. The Twentieth Century Bookkeeping is the system used.

Science

SECOND YEAR: I. General Biology. The purpose of this course is to instruct the student in human physiology and hygiene. The dependence of human life and health on plants and animals is shown by simple demonstrations in plant physiology, followed by similar work in zoology. The principles of physiology thus learned are then applied to man. Three recitation periods and four laboratory periods a week.

FOURTH YEAR: II. Elementary Physics. This course purposes to give the student a knowledge of the fundamental principles of physics and of their applications in every-day life. Three recitation periods and four laboratory periods a week. Text-books, Millikan and Gale's First Course in Physics, and Millikan, Bishop, and Gale's Laboratory Manual.

Home Economics

FOURTH YEAR: I. Cookery and Clothing. (a) Foods and Cookery. The classes of foods, their uses, food values, and cost; principles of selection, marketing, and manufacture of foods; food combinations; laboratory practice in the preparation of foods. Text-book, Kinne and Cooley's Foods and Household Management. (b) Textiles and Clothing. Materials suitable for various uses in the home and in clothing; drafting of patterns; samplers; hand and machine sewing; garment making. Text-book, Kinne and Cooley's Shelter and Clothing. Laboratory practice in cooking, four hours a week; in sewing, four hours; recitation, one hour.

Agriculture

FOURTH YEAR: I. Elements of Agriculture. A text-book course for students of preparatory, or high-school, grade, and corresponding to the studies of the fourth year. Laboratory and field-work supplement the text. Prerequisite, Science I. Laboratory practice and field-work, four hours a week; recitations, three hours.

Manual Training

A course in manual training will be introduced at the opening of the fall term, 1919. The instructor in charge is overseeing the construction of the room in which the instruction is to be given, with a view to providing a thoroughly equipped workshop for students desiring work in manual training.

English Bible

FIRST YEAR: Studies in the First Book of Samuel. Thirty-five lessons during the winter term. Required in all courses.

SECOND YEAR: Thirty-five lessons in the Gospel of Mark. Required in all courses during the fall term.

THIRD YEAR: The Life of Christ. A text-book adapted to secondary students is used, and the subject is taught so as to prepare for the more advanced course offered in the College Department. Thirty-five lessons during the winter term. Required in all courses.

FOURTH YEAR: A study of Bible characters. Thirty-five lessons during the fall term. Required in all courses.

The Principal will each year arrange the student's hours so that these courses will not conflict with other required courses nor add to the required number of hours a week.

Students are also required to pursue a weekly Bible study in the Bible classes of the Christian Associations of the College or the Sabbath schools of the town.

THE BIBLE TRAINING DEPARTMENT

UPON THE JOHN C. MARTIN FOUNDATION

The Bible Training Department provides biblical instruction for all the students enrolled in all other courses of the institution, and offers exceptional advantages for young men and young women wishing to prepare themselves for Christian service as lay workers, Sabbath-school workers, pastors' assistants, mission teachers, or Bible readers.

A three years' course of study is offered. A certificate of graduation will be granted those who, having previously completed fifteen units of high-school work, complete twenty-seven courses selected under the direction of the head of the department from the groups listed below. Students desiring to complete both the Bible Training course and the full college course may arrange their work so as to complete both courses in four years, graduating with the degree of B.A. in the General Group.

I. Bible Training courses of college grade, all of which are required except those in Bible languages: English Bible, eleven courses; Bible Languages, three courses; and Practical Work, two courses. To these courses, which are described in the ensuing paragraphs, only students prepared to do work of college grade are admitted. Courses are alternated, at least nine being given each year.

II. Other college courses from which supplementary work may be elected: English 1, 2, 3, 12, and 13; Philosophy 2, 3, and 4; Psychology 1, 2, 3, 4, and 5; Social Science 2, 12, and 13; Education 3; History 3; Spanish 1, 2, and 3; and Home Economics 16 to 24; described under the College Department.

ENGLISH BIBLE

Professor Gillingham and Assistant

1. Life of Christ. The study of the life of Christ is based on a harmony of the Gospels. As an introduction to the course a rapid review of the period between the Testaments is taken, and the principal characteristics of each of the four Gospels are studied. Text-books, Stevens and Burton's Harmony of the Gospels and Burton and Mathews' The Life of Christ. Freshman year, fall term.

2. Pioneers of Palestine. A careful study of Genesis, the geography of Palestine and surrounding countries, and the general mechanics of the Bible. The object of the course is, in addition to the mastery of the subject matter, to develop systematic habits and methods of Bible study. Text-books, the Bible (R. V.), Davis' A Dictionary of the Bible, and the professor's outlines. Reference reading is assigned. Freshman year, winter term.

3. Princes of Palestine. A continuation of Course 2. The work is more rapid, covering Exodus to Ruth. Special attention is paid to the lives and characters of Israel's leaders during this period. Text-books, same as in Course 2. Freshman year, spring term.

4. People of Palestine. A continuation of Course 3, beginning with I Samuel. The national development, the conflicts of Judah and Israel, their governments, their subjugation and partial restoration, their social customs, the character of their leaders, and their influence upon their contemporaries, are studied. An outline course, preparing for detailed treatment of the most important parts in Course 10. Text-books, same as in Course 2. Sophomore year, fall term.

5. The Teachings of Jesus. An analytic and synthetic study based on the words of Jesus as recorded in the Gospels. Use is also made of his works and of the evangelists' comments in helping to determine the nature of Jesus' teaching. James Robertson's Our Lord's Teaching is used also as a text-book. Sophomore year, winter term.

6. The Apostolic Church. A historical study of the early church based on the Acts and Epistles. Text-books, the New Testament (R. V.) and Gilbert's A Short History of Christianity in the Apostolic Age. Sophomore year, spring term.

7. A Bird's-eye View of the Bible. This course treats very briefly General and Particular Introduction, and brings the entire Bible before the student in rapid review. Text-books, Robertson's The Old Testament and Its Contents and M'Clymont's The New Testament and Its Writers. Junior year, fall term.

8. Poets of Palestine. An outline study of Job, Proverbs, Ecclesiastes, Song of Solomon, and selected Psalms. Introductory lectures on Hebrew poetry and wisdom literature. Portions of the books are studied in detail and their relation to other sacred literature and their importance in Christian experience are emphasized. No commentaries are used as text-books, but required readings are assigned; and the professor furnishes a syllabus of each book. Junior year, winter term.

9. Prophets of Palestine. The methods outlined in Course 8 are followed. The prophecies are reviewed chronologically in the light of

contemporaneous history. Messianic prophecy is given special attention. Junior year, spring term.

10. Men and Messages of the Old Testament. A search study for advanced students. The great leaders of Israel and their messages are carefully studied. Commentaries suitable to the nature of the work are used. Senior year, fall term.

11. Men and Messages of the New Testament. A search study for advanced students. This alternates with Course 10 and pursues the same method of study, with word analysis based on Vincent's Word Studies in the New Testament. Senior year, fall term.

BIBLE LANGUAGES

PROFESSOR GILLINGHAM

12, 13. Hebrew. Identical with Hebrew 1, 2. Senior year, fall and winter terms.

14. Greek Testament. Identical with Greek 11. Sophomore year, spring term.

PRACTICAL WORK

PROFESSOR GILLINGHAM

17. Bible Teaching: Principles and Practice. This course has reference especially to personal work and the conducting of Bible classes. The organization and management of the Sabbath school are studied. Lectures, quizzes, preparation of Bible lessons for teaching, and practice under the direction of the instructor. Sophomore year, winter term.

18. Religious Address: Principles and Practice. Preparation for religious services, missionary programs, and the like; selection and development of themes; sources and use of illustrations; addresses on special occasions and to special audiences; and drill in the reading of hymns and passages of Scripture. As much practical work is done by the student as possible. Sophomore year, spring term.

COURSES FOR PREPARATORY STUDENTS

MISS CLEMENS AND MISS WILSON

For First Year students: Studies in the First Book of Samuel; thirty-five lessons. For Second Year students: The Gospel of Mark; thirty-five lessons. For Third Year students: The Life of Christ; thirty-five lessons. For Fourth Year students: A study of Bible characters; thirty-five lessons.

THE HOME ECONOMICS DEPARTMENT

The liberality of an anonymous donor, who contributed the Mary Esther Memorial Endowment Fund, made it possible in 1913 for the College to add a Home Economics Department to the privileges already afforded its students. The principal home of the department is the third story of Fayerweather Science Hall, which was added to the building in 1913 by the generosity of the founder of the department as an additional memorial of her mother. The large and well-lighted rooms have been equipped in the most recent and approved manner, through the kindness of the same generous lady. Spacious rooms are set aside as sewing-room, kitchen, dining-room, lecture-room, and general room. The hospital is also employed in connection with the teaching of home nursing and sanitation, and rooms in the dormitories in connection with the teaching of housekeeping. The home economics courses in chemistry are given in the chemistry laboratories and lecture-room. The courses scheduled in this department are offered without extra tuition. A small laboratory fee is charged for the use of equipment, and in the sewing classes students provide their own materials as may be specified by the instructor. All articles made in the sewing classes are exhibited at the end of the term, and at the close of the annual exhibit are returned to the student. Cotton dresses should be worn in the laboratories, and long white aprons with bibs are required.

One year's work is offered for students in the Preparatory Department, and is credited for graduation from that department. This course is designated as Home Economics I, and is described under The Preparatory Department.

The growth and popularity of the department have made it advisable to offer courses that, taken in addition to the minimum requirements for graduation from the College Department as listed under Requirements for Graduation, will lead to the granting of the degree of B.A. in the Home Economics Group. All of the courses numbered 16 to 24 are of college grade, and are described under Departments of Instruction.

For students desiring a course of instruction in Home Economics that will meet the requirements of the State Board of Education for teaching the subject, but who for any reason do not desire to complete the requirements for the degree of B.A. in Home Economics, a certificate of proficiency will be granted such students as, having previously completed their high-school course including at least one year of Home Economics of high-school grade, complete two years of college work distributed as follows: Home Economics, 6 courses; English, 3 courses; Chemistry, 3 courses; Biology, 2 courses; Bible, 2 courses; and Education, 2 courses. These courses may be selected by the student under the direction of the head of the department.

THE AGRICULTURAL DEPARTMENT

For a number of years the needs of public-school teachers for elementary training in agriculture were met by a short text-book course offered in the Preparatory Department. This course had, however, become entirely inadequate, and in 1916 a separate department was established. The preparation of the one hundred acres that are to be devoted to the work of this department has continued during the past year. Equipment in the matter of stock and necessary barns, silos, and the like sufficient to meet the needs of the present courses offered has been provided, and funds for additional equipment and endowment to permit the full development of the department are being sought. A herd of registered Holstein cattle has been begun. Advanced courses will be offered as needed. Work in this department will be very helpful to public-school teachers, and care is taken to make the department meet their practical needs. The courses offered also are designed to prepare the student for doing advanced work in the respective branches in university schools of agriculture. Credit is given in the Preparatory Department for Course I. College credit will be allowed for Courses 1, 2, and 3 when taken by students of college grade who do the special additional library, laboratory, and field-work required by the head of the department.

AGRICULTURE

MR. HOPKINS

I. Elements of Agriculture. A text-book course for students of preparatory, or high-school, grade, and corresponding to the studies of the fourth year. Laboratory and field-work supplement the text. Prerequisite, Science I. Laboratory practice and field-work, four hours a week; recitations, three hours. Fall, winter, and spring terms.

1, 2, 3. Fundamentals of Agriculture. A beginning course for students of college grade. The subjects studied are, the improvement of plants and animals, propagation of plants, plant food, soil, fertility of the land, important farm crops, systems of cropping, farm animals, feeds and feeding, farm management, the farm home, the farm community. Special assignments for investigation, with reference work in government bulletins and works especially treating the several subjects given in the text-book. Themes on subjects investigated. Practical work, farm and garden, dairying, orchard pruning, corn testing, seed selection, and the like. Prerequisite, not less than fourteen standard units, including one year in elementary botany or general biology. Laboratory practice and field-work, four to six hours; recitations, three to two hours. Fall, winter, and spring terms.

THE DEPARTMENT OF MUSIC

It is the purpose of this department to lay a firm technical foundation that will lead to the expression of the highest musical thought and emotion. The works of the best masters are employed through all grades, so that the pupil may grow continually in musical taste and may develop a sympathetic comprehension of all that enters into artistic performance. The study of Harmony, Theory, and History of Music is urged. Pupils are required to read and pass examinations upon reference works, provided in the Library, as assigned by the teachers. Lectures are given during the year by the head of the department on the subject of Musical Appreciation. Compositions are played and analyzed, and an effort is made to point out their underlying thought and meaning. These lectures are open to the general public as well as to students of the College. Monthly recitals also are given by the students of the department in the chapel auditorium.

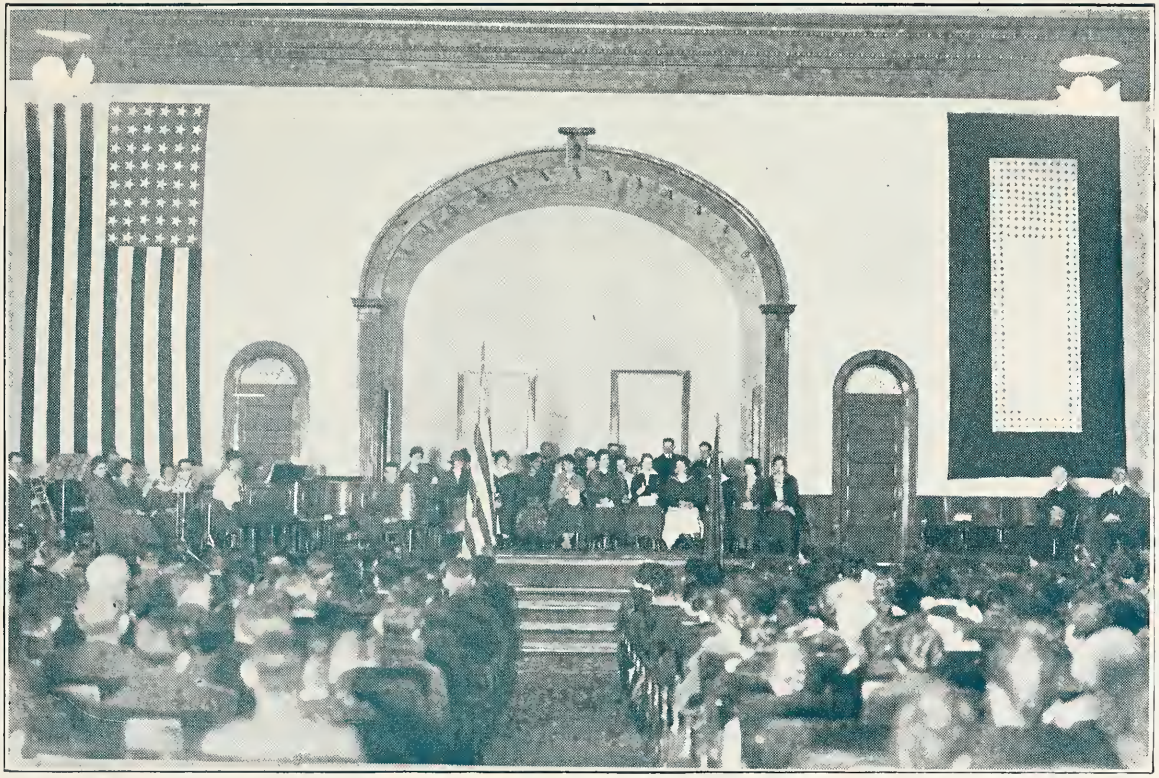
On account of the individual needs of the pupil, it is considered inadvisable to adhere too persistently to any special set of exercises and studies, but advisable, rather, to select those that will meet the particular requirements of each pupil. A general idea of the various courses may be had by the following outlines.

PIANO

Miss Hale and Assistants

Elementary Course. Building up the hand. Correcting improper or faulty hand positions, and the reinforcing of the hand by means of exercises. Training in a knowledge of notes, their relationship to the keyboard, rhythm, and the like. Studies and sonatas selected from the works of Czerny, Bertini, Clementi, Handel, Mozart, and Beethoven, supplemented by easy pieces from modern composers, such as Schumann, Schytté, Reinecke, and Scharwenka.

Intermediate Course. More difficult forms of scale, including major and minor scales, scales in thirds, sixths, and tenths; broken chords and arpeggios with their inversions; dominant and diminished seventh chords in their different positions. Studies of considerable technical difficulty from the works of Czerny, Berens, and Cramer. Emphasis on the study of Bach's two-part and three-part Inventions. Classical compositions, including sonatas, from the works of Beethoven, Mozart, and Haydn. Study of the best modern compositions. By the end of the Intermediate Course pupils must be able to play at least five compositions from memory.



The Dedication of the Service Flag

Advanced Course. Studies of technical difficulty, including "Gradus ad Parnassum," Clementi, Moscheles, and Chopin; also compositions by Beethoven, Schumann, Mendelssohn, and others, supplemented by those of the best modern composers. Pupils in this course are required to appear several times in recital, playing from memory whatever compositions are selected. It is also necessary to cover the requirements in Harmony and History of Music, and to take the course in Normal Training. When the pupil has done the work of this course successfully, he is entitled to a diploma in Piano, and upon graduation will be assisted in securing a position by the college agency, the Committee on Recommendations, if so desired.

VOICE

Miss Gregg

Correct breathing and breath control. Placing of the voice and development of the resonance. Training of the ear and mind. Enunciation and diction. Vocalises such as Vaccai, Sieber, Martzo (Preparatory and Advanced), and Lütgen. Song interpretation. Répertoire work, including the Classics, German Lieder, Opera, and Oratorio.

All vocal students are required to take Sight-singing, Theory, and History of Music. The requirements in Harmony, Theory, and History of Music are the same for graduation in Voice as those required in Piano. In addition, the pupil must be able to sing in at least one language besides his own.

VIOLIN

Mr. Garratt

Private instruction is given to each pupil. Dancla, Tours, and De-Beriot's Methods are used for beginners, followed by the technical studies of Sitt, Sevcik, Schradieck, Kayser, Mazas, Fiorillo, Rode, and Kreutzer, with solo selections. Ensemble work is made a regular exercise in the college orchestra, which meets each week and plays for many of the public entertainments and chapel exercises.

MUSICAL ORGANIZATIONS

Chorus and Choir. Instruction is given free to any students desiring to take the work of chorus and choir singing and sight reading.

Glee Clubs. Separate clubs for male voices and female voices are organized by the teacher of voice, and are accessible to those that have a fair knowledge of the rudiments of vocal music.

Orchestra. Opportunity to become a member of the orchestra is given to any students having sufficient musical training.

Band. The band is composed entirely of students in this institution, and is open to any student possessing a fair knowledge of band music.

THE DEPARTMENT OF ART

The work of this department is designed to train the hand and the eye, and to cultivate the æsthetic sense, thereby adding to the student's cultural equipment and increasing his abilities along every line of endeavor. The courses offered, here described in outline, may be varied to meet the needs of individual pupils and the growth of the department.

FREE-HAND DRAWING

Miss Smith

Class lessons in free-hand drawing are available to students of all the other departments without extra charges. These lessons are designed to lay a foundation for work on industrial and artistic lines. The student is taught to draw from still-life objects, including casts, and from nature.

FINE ARTS

Miss Smith

A short course, covering two years, is offered especially for school teachers, though open to all students. During the first year the work includes an elementary study of design and color; free-hand drawing; simple perspective; lettering and blackboard work; and the study of pictures. Pencil, ink, crayola, and water color are used. The pupil is required to submit for exhibition, four applied designs; four studies in still life; and two examples of lettering. During the second year the work includes the study of design and space filling as applied to school work; interior decoration and textiles; perspective and free-hand drawing; further study of pictures; study of color in still life and landscapes; and the history of art. The pupil is required to submit for exhibition, four designs to illustrate school work and home interior; four applied textile designs; two perspective drawings; and four paintings in still life and landscape.

A special course covering three years is offered to those desiring to carry on more extended studies. Certificates of proficiency are granted to those students who, after at least three years' study, have proved themselves entitled to them. The work of the first year includes a study of structural form; light and dark masses in objects; still-life groups and landscape; simple compositions and color work; perspective and memory problems; and the study of pictures. The mediums used are charcoal, crayola, water color, and oil. The pupil submits for exhibition, four studies illustrating structural form, in black and white; four still-life

groups, in black and white or in oils; and four landscapes. In the second year studies are conducted in elementary design; modeling, to aid in the study of form; drawing and painting from still life, landscape, and life; composition and picture study, with memory work; and the history of art. The pupil submits for exhibition two original designs; four landscapes in color; four still-life groups; four sketches from the costumed model; and one original composition. The third year's work includes modeling and drawing from cast and from life; design as applied to textiles, metals, or block-printing; landscape and outdoor figure sketching; advanced still-life work; color theory and perspective; composition and picture study; and the history of art. The pupil submits for exhibition, a head modeled from cast or from life; four applied original designs; four landscapes; two still-life groups; and two sketches from life.

A fourth year of study for students that have obtained the certificate of proficiency is provided. During this year the studies include modeling from life; work from costumed model; pen and ink sketching; portrait and figure painting; and compositions with landscapes and figures from memory and imagination. The pupil is required to prepare an exhibit of at least twenty pieces, including a figure or head modeled from life; a painted portrait or figure; landscape with figures; and an imaginative composition.

Courses in poster designing and special courses in design as applied to textiles, metals, leather, and basketry may be arranged for by pupils that have had the first year of the short course or its equivalent. A course in illustrating may be arranged for by pupils that have had the first year of the special course or its equivalent. Arrangements may also be made for a course in bookbinding by those desiring it.

THE DEPARTMENT OF EXPRESSION AND PUBLIC SPEAKING

This department offers courses of study designed to meet the needs of those that desire to become teachers of reading and public speaking or to develop greater effectiveness as platform readers or public speakers. The aim is to cultivate the power to appreciate and interpret standard literature, and to secure simplicity and naturalness in the development of individual powers of expression. To this end the individual needs of each pupil are studied, and special pains are taken to prevent affectation and artificiality. The methods pursued are not imitative but creative, and embody practice in rendering selections from the best standard authors, and in outlining, preparing, and delivering orations.

A three years' course of study is offered. A diploma of graduation will be granted in either Expression or in Public Speaking to those who, having fifteen units of preparatory or high-school work, including at least two units of foreign language and four units of English, complete the courses as outlined.

College students not desiring to take the full course in Expression or in Public Speaking may receive credit for work taken in this department as follows: Three terms of individual weekly lessons in Expression or in Public Speaking, with their required hour of practice each day, taken by students of college rank, shall, when completed, receive credit on the college records as equivalent to a one term's regular course of study, and shall be entered on the records as "Public Speaking." Not more than two such credits shall, however, be allowed.

EXPRESSION

MRS. WEST, MISS BUXTON, AND MRS. ELLIS

1. Natural Drills in Expression. Voice culture, including physiology of the vocal organs, correct breathing, tone support, responsiveness of the voice, correcting defects of voice, articulation, and pronunciation. Physical culture for grace and poise in expression, gesture, and pantomime. Individual training and practice. Text-book, Phillips' Natural Drills in Expression. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. First year, fall, winter, and spring terms.

2. Bible Reading and Shakespeare. Class work in these branches throughout the year. Voice culture and physical culture as outlined for

the first year's course. Individual training and practice of advanced grade. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. Second year, fall, winter, and spring terms.

3. Dramatization. Class work throughout the year. Literary criticism and story telling, two terms. Voice culture and physical culture continued. Individual training and practice of advanced grade continued. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. Third year, fall, winter, and spring terms.

The following college courses, English 1, 2, 3, 5, and 6, and Psychology 1, must also be taken before graduation.

PUBLIC SPEAKING

Mrs. West and Professor Hunter

1. Natural Drills in Expression. This course is the same as Course 1 in Expression, except in the kind of individual lessons given. Text-book, Phillips' Effective Speaking. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. First year, fall, winter, and spring terms.

2. Bible Reading and Shakespeare. This course is the same as Course 2 in Expression, except in the kind of individual lessons given. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. Second year, fall, winter, and spring terms.

3. Public Speaking. In place of the methods pursued in Courses 1 and 2, the college courses in Public Speaking, English 12 and 13, are taken. In connection with this course of study there is individual training provided in preparation for interclass, intersociety, and intercollegiate debates and oratorical contests. For the description of English 12 and 13 see English Language in the College Department. Third year, fall and winter terms.

The following additional college courses, English 1, 2, 3, 5, and 6, and Psychology 1, must also be taken before graduation.

GENERAL INFORMATION

HISTORY

In "A Century of Maryville College — A Story of Altruism," written by President Wilson, and published by The Directors in 1916, has been gathered an ample record of the first one hundred years of the institution's life. A fuller statement regarding the book will be found elsewhere in this catalog. In the following paragraphs the history of the College is recorded in brief.

Maryville College, like most of the older colleges, grew out of the zeal that the pioneers of the American church had for the education of the people. The same year (1802) in which Isaac Anderson was ordained to the ministry by the Presbytery of Union, he founded within the bounds of his Grassy Valley congregation, near Knoxville, a school which he called "Union Academy," but which was popularly known as "the Log College." He built for it a large four-roomed log house. In this, for the times, pretentious building, many men who afterwards served their country well were educated. Among this number was Governor Reynolds, of Illinois. Dr. Anderson in 1812 removed to Maryville and took charge of New Providence Church, of which organization he remained pastor till his death, which took place in 1857. In Maryville he continued his academic work. The most famous pupil of this Maryville academy was Sam Houston, who afterward had so unique and picturesque a career as general, governor, president of Texas, congressman, and patriot.

Dr. Anderson, however, felt that more should be done toward providing an educated ministry for the Southwest. Encouraged by others like-minded with himself, he founded Maryville College in 1819. The institution was born of the moral and spiritual needs of the early settlers of East Tennessee — chiefly Scotch-Irish Presbyterians — and was designed principally to educate for the ministry men who should be native to the soil. The grand motive of the founder may be stated in his own words: "LET THE DIRECTORS AND MANAGERS OF THIS SACRED INSTITUTION PROPOSE THE GLORY OF GOD AND THE ADVANCEMENT OF THAT KINGDOM PURCHASED BY THE BLOOD OF HIS ONLY BEGOTTEN SON AS THEIR SOLE OBJECT." Inspired by such a motive, Dr. Anderson gathered a class of five candidates for the ministry in the fall of 1819, and in prayer and faith began what proved to be the principal work of his life. In forty-two years the institution put

one hundred and fifty men into the ministry. Its endowment, gathered by littles through all these years, was only sixteen thousand dollars.

Then came the Civil War, and suspended the work of the institution for five years, and the College came out of the general wreck with little save its good name and precious history.

After the war the Synod of Tennessee, moved by the spirit of self-preservation, and by a desire to promote Christian education in the Central South, resolved to revive Maryville College. The institution was reopened in 1866. New grounds and new buildings were an imperative necessity. To meet this need, sixty-five thousand dollars was secured, and the College was saved from extinction. The consequent growth was so great that the securing of an endowment also became a necessity. Professor Thomas Jefferson Lamar, the second founder of the College, took up the great task of securing this endowment, and labored with unceasing toil and self-denial until success was attained. In response to his appeal, in 1883, a few generous friends — William Thaw, William E. Dodge, Preserved Smith, Dr. Sylvester Willard, and others — contributed an endowment fund of one hundred thousand dollars. During the canvass for the fund, Professor Lamar lost his only child by death. This loss and the strain of the canvass proved so heavy a burden that his health failed, and two years later he passed away. In 1891, Daniel Fayerweather, counseled by Dr. Hitchcock, a friend of President Bartlett and Professor Lamar, bequeathed to the College the sum of one hundred thousand dollars, and also made it one of twenty equal participants in the residuary estate. The College received two hundred and sixteen thousand dollars by the provisions of the will. This magnificent donation enabled the institution to enlarge its work and to enter upon a new era of usefulness and influence. On January 1, 1905, Mr. Ralph Voorhees, of New Jersey, made the munificent donation of one hundred thousand dollars to the general endowment fund of the College. The gift is subject to a five per cent annuity during the lifetime of Mrs. Voorhees. The reception of this superb benefaction filled the hearts of Maryville's friends with confidence, and with intense gratitude to God and to God's stewards.

In 1906, the rapid growth in the number of students having made necessary much further enlargement of the teaching force and of the material equipment of the institution, President Wilson entered upon a campaign for additional endowment. Mr. Andrew Carnegie generously offered the College twenty-five thousand dollars on condition that fifty thousand dollars additional be secured. In 1907, the General Education Board pledged fifty thousand dollars on condition that one hundred and fifty thousand dollars be secured from other sources. Mr. Carnegie then increased his pledge to fifty thousand dollars toward this larger fund. The time limit set for the completion of the fund was December 31, 1908. In the face of many difficulties the President, with reliance upon the favor of God, prosecuted the campaign for the "Forward Fund of Two Hundred Thousand

Dollars." In order to meet the spirit as well as the letter of the requirements of the conditional pledges, it was deemed necessary to raise twenty-five thousand dollars more than the designated sum. When the canvass closed, the subscriptions amounted to the splendid sum of two hundred and twenty-seven thousand dollars. The fact that, in spite of the recent panic and hard times, the uneasiness of a presidential year, and the ill health of the canvasser, the "Forward Fund" was secured, filled the Faculty, Directors, and friends of the College with a deep sense of gratitude to God, and to his human agents who took part with Maryville in its ministry to the noble youth of mountain and valley in its Southern Appalachian field.

During the past ten years there have been, besides a steady increase of the permanent scholarship and annuity funds and numerous contributions for minor but pressing needs of the College, several notable advances made: (1) by the gift of an endowment of sixteen thousand dollars by an anonymous donor, a Home Economics Department has been established; (2) by the gift of thirteen thousand and five hundred dollars by the late Louis H. Severance, Esq., a third story has been added to Pearsons Hall, providing dormitory room for fifty additional young women; (3) by the additional gift of twelve thousand dollars by the anonymous donor of the Mary Esther Home Economics endowment fund, it has been possible for the College to add a third story to Fayerweather Science Hall in order to provide quarters for the Home Economics Department; (4) by the gift of twenty-three thousand dollars by the people of Maryville and Blount County, and by other gifts, as described in detail on another page, Carnegie Hall was rebuilt larger and better than before the fire that destroyed it; and (5) chiefly by the gift of Mrs. Mary C. Thaw, additional dormitory rooms for fifty young women were, in 1918, built as a fourth story to Pearsons Hall.

As the result of the generous contributions made through many years by many philanthropic donors, the College now owns property and endowment to the total amount of one million one hundred thousand dollars. Of this amount, about six hundred thousand dollars is invested in endowment and the remainder in buildings and equipment.

Three hundred and eleven of the alumni have entered the ministry, while fifty-six post-bellum alumni and undergraduates have been or are missionaries in Japan, China, Siam, Korea, India, Persia, Syria, Africa, the Philippines, Colombia, Chile, Mexico, Cuba, and Porto Rico. Several are laboring in missions in the West. All the alumni are engaged in honorable pursuits. Students who have gone from the College to the theological, medical, and legal schools have usually attained a high rank in their classes. A goodly number of the alumni are now studying in theological seminaries.

The necessary expenses are so phenomenally low as to give the institution a special adaptation to the middle class and to the struggling poor of valley and mountain — the great mass of the surrounding population —

and to young people of other sections of the country where the cost of attending college is beyond their ability to defray.

The privileges of the institution are, of course, open alike to all young men and young women of good moral character irrespective of their religious affiliation. All the leading denominations are largely represented in the student body.

LOCATION

Maryville is a pleasant and thriving town of more than ten thousand inhabitants. It is widely known as "the town of schools and churches." It is sixteen miles south of Knoxville. There are four trains a day each way on the Knoxville and Augusta Railroad, two trains each way on the Louisville and Nashville Railroad, and one train each way on the Tennessee and Carolina Southern Railroad.

Maryville is an ideal health resort for students from other States. The town lies on the hills, one thousand feet above sea level, and enjoys the life-giving breezes from the Chilhowees and the Smokies, a few miles away. Young people from the North and other sections are greatly benefited in health by a year at Maryville, and many take their entire course here.

COLLEGE STATION POST OFFICE

A branch of the United States post office at Maryville has been established on the campus and is located in Anderson Hall. All of the usual post office conveniences are furnished. Mail is delivered to the dormitories and offices. Students should have their mail addressed, College Station, Maryville, Tennessee, adding the name of the dormitory in which they room, and, in the case of young men in Carnegie Hall, the room number also.

GROUNDS AND BUILDINGS

The college grounds consist of two hundred and fifty acres, and for beautiful scenery are not surpassed by any in the country. They are elevated and undulating, covered with a beautiful growth of evergreens and with a noble forest, and command a splendid view of the Cumberland Mountains on the north, and of the Smoky Mountains on the south. The location is as remarkable for its healthfulness as it is for its beauty. The campus affords the choicest facilities for the development of athletics.

On these grounds there are sixteen buildings, which, together with the grounds and equipment, represent an investment of nearly five hundred thousand dollars. The buildings are heated with steam and lighted with electricity from the central power plant on the campus. Generous contributions from several givers have enabled the College to begin the installation of a new water system. The water rights to some prote ted springs situated a mile and a half from the college grounds have been obtained, and pipes have been laid connecting these springs with the pipes of the old water system, through which the water is pumped by electrical power to

the reservoir tank on the campus. It is thence conveyed to all the dormitories, the gymnasium, the swimming pool, the fountain, and the science laboratories, supplying an abundance of pure water for drinking as well as for toilet facilities. A fifty thousand gallon steel tank has supplanted the old tanks formerly in use. As soon as funds are provided for the purpose, additional toilet facilities will be furnished in the recitation buildings, and additional sanitary drinking fountains will be installed in all the buildings and on the campus. The buildings, except two cottages used for residences, are more fully described in the following paragraphs.

Anderson Hall, the central building, is the oldest of the present college halls, having been built in 1869, and named in honor of the founder of the institution. It contains the administrative offices and most of the recitation rooms for the literary departments. The large addition to the Hall, the Fayerweather Annex, is occupied by the Preparatory Department.

Baldwin Hall, named in honor of the late John C. Baldwin, of New Jersey, is a dormitory for young women. It contains rooms for one hundred and forty students. It is provided, as are all the dormitories, with all modern conveniences, and is a comfortable home for young women.

Memorial Hall, originally built as a companion building to Baldwin Hall, is a young men's dormitory, containing rooms for seventy students. While it is one of the oldest of the college buildings, it is kept in excellent repair, and is a comfortable and well-equipped dormitory. It is under the control of a regular officer of the College.

Willard Memorial, the home of the President, was provided in 1890 by a generous gift of Mrs. Jane F. Willard, in memory of her husband, Sylvester Willard, M.D. It is one of the chief adornments of the campus, and is a valuable property.

The Lamar Memorial Library Hall was erected in 1888 at a cost of five thousand five hundred dollars, which amount was generously provided by three friends of Professor Lamar and of the College. The building is a noble and fitting monument. The large memorial window contributed by the brothers and sisters of Professor Lamar holds the central position.

Bartlett Hall is one of the largest college Y. M. C. A. buildings in the South. Planned for by the students led by Kin Takahashi, a Japanese student, it was erected by contributions made or secured by the Bartlett Hall Building Association, supplemented by a large appropriation by the college authorities. A liberal donation made by Mrs. Nettie F. McCormick in 1901 enabled the committee to complete the building. In 1911, Mrs. Elizabeth R. Voorhees made a generous gift providing for extensive alterations and improvements, including the building of a separate gymnasium for the use of young women. The Y. M. C. A. auditorium, parlors, and secretary's and committees' apartments occupy the front part of the building, while the large gymnasiums occupy the rest of the structure.

Fayerweather Science Hall was erected in 1898 through the liberal

bequest of Daniel B. Fayerweather. The building as erected was two stories in height. The first floor contains spacious laboratories for chemistry and physics, a lecture-room, storerooms, an office, and the John C. Branner Scientific Library. The second floor contains four excellent lecture-rooms, two large and well-lighted laboratories for physics and agriculture, and the laboratory of experimental psychology. The laboratories are furnished with both direct and alternating electric current, and also with gas. The building is thoroughly modern in every respect. It is provided with liberal equipment for the practical study of science, and will stand a useful and lasting monument to the intelligent philanthropy of the princely giver whose name it bears. In 1913 the anonymous donor of the Mary Esther Memorial Fund that provided for the establishment of the Home Economics Department, also contributed funds for the building of the third and fourth floors of this hall for the housing of the Home Economics Department, as an additional memorial of her mother. The third floor contains, besides cloak-rooms, storerooms, closets, toilets, and lockers, a reading-room, dining-room, kitchen, sewing-room, lecture-room, and one small and one large laboratory. On the fourth floor are three large rooms for general purposes.

The Elizabeth R. Voorhees Chapel was erected in 1905-1906 by gifts made by the late Mr. Ralph Voorhees, of New Jersey, and by other donors. The chapel, named in honor of Mrs. Voorhees, graces one of the most commanding sites on the grounds, and is well worthy of its place of distinction. The auditorium seats eight hundred and eighty persons and can be arranged to accommodate two or three hundred more. The basement contains seventeen well-lighted rooms, occupied by the Music Department, and a commodious auditorium occupied by the Y. W. C. A. To the rear of the main auditorium, also, and on the floor above, are several rooms used by the Department of Expression and for various other purposes.

The Ralph Max Lamar Memorial Hospital, named in honor of Mrs. Lamar's only son, who died in infancy, was built in 1909 through the generosity of Mrs. Martha A. Lamar, a life-long friend of the College. Her gift of six thousand dollars provided a thoroughly modern hospital building, containing eleven wards, caretakers' rooms, baths, toilets, an operating-room, and other appointments of a well-ordered hospital. A gift of five hundred dollars from the late Mr. Nathaniel Tooker, of East Orange, N. J., together with about five hundred dollars from other sources, secured the purchase of a valuable outfit of the best hospital furnishings and medical supplies.

Carnegie Hall.—In connection with the "Forward Fund" secured in 1908, Mr. Andrew Carnegie gave the sum of fifty thousand dollars for a dormitory for young men. The building was occupied at the opening of the fall term in 1910, and was dedicated on January 11, 1911. On April 12, 1916, the building was totally destroyed by the only serious fire occurring

in the history of the College. The insurance of thirty thousand dollars was promptly paid, and preparations for rebuilding were immediately begun. On May 4, 1916, the Maryville Chamber of Commerce, through a committee of sixty leading business men, undertook to raise a rebuilding fund of twenty-five thousand dollars among the citizens of Maryville and Blount County. Of this amount, the faculty of the College subscribed five thousand dollars. The new building was completed in December, 1916, at a cost of nearly seventy thousand dollars, and was occupied at the opening of the winter term in January, 1917. It contains rooms for two hundred and thirty-five young men. Each of the two large wings contains a suite for the use of a professor and his family. The building is in every way satisfactory, and is one of the best college dormitories in the South.

Pearsons Hall.—No benefaction of recent years has proven more immediately serviceable than the gift of twenty thousand dollars made in 1908 by the late Dr. D. K. Pearsons, of Chicago. The new building named in his honor provides additional dormitory facilities for young women, and quarters for the large Cooperative Boarding Club. The first story contains a dining-hall, with a seating capacity of five hundred, the kitchen, offices, and waiting-rooms. The second story contains parlors, halls for the young women's literary societies, and rooms for thirty-four occupants. The third story was added during the vacation months of 1912, increasing the capacity of the dormitory so that fifty additional young women may secure rooms. This story was a gift of the late Louis H. Severance, Esq., of Cleveland, Ohio, "an admirer of Dr. Pearsons, who esteemed it a privilege to put this crowning story upon his building." In 1918, the hitherto unfinished fourth floor was converted into dormitory rooms, providing increased capacity for fifty more young women.

The Swimming Pool.—In the original plans of Bartlett Hall, as secured by Kin Takahashi, there was provision made for the building of a swimming pool beneath the gymnasium. Lack of funds prevented the construction of the pool. In April, 1914, the Y. M. C. A. cabinet led in a movement, which rallied around it the entire student body, looking to the construction of the proposed pool. This movement was continued in "Swimming Pool Week," November 1 to 7, 1914, when the enthusiastic efforts of the students completed the raising of fifteen hundred dollars in cash toward the cost of the pool. The college authorities then undertook the building of the pool. It was opened for use at the opening of the fall term, 1915. The pool occupies a separate building fifty-eight by one hundred and ten feet. The pool itself is twenty-five by seventy-five feet in dimensions. All the appointments of the building are those approved by the best architects. The pool is a means of health and of useful sport to the students.

The Class of '16 Fountain.—In the spring of 1916 the graduating class of the College, by its own labor, constructed the Class of '16 Foun-

tain, and presented it to the College during Commencement Week. The fountain, built of reinforced concrete and trimmed with Tennessee marble, is located on one of the principal walks, between Anderson and Fayerweather Halls. The College is grateful to the Class of '16 for this token of their affection for their Alma Mater.

"The House in the Woods," situated in a picturesque part of the spacious college campus, was built and endowed in 1917 for the use of the present College Pastor and his successors, by a life-long friend of Mrs. William P. Stevenson, as a memorial of Mrs. Stevenson's father and mother, Mr. and Mrs. William Cooper. It is a thoroughly well-built house, provided with every modern convenience, and together with its charming woodland setting, makes a most attractive and comfortable home.

The Power Plant.—Heat for all the buildings is furnished from the central power house situated on the campus. The boilers in this plant have a combined capacity of three hundred horse-power. The Webster Vacuum System of steam heating is used, and the buildings are quickly and uniformly heated. Steam from the plant is used also for cooking and for dish-washing at the Cooperative Boarding Club.

THE LAMAR MEMORIAL LIBRARY

The Lamar Library is one of the largest college libraries in the State. The number of books now on the shelves is about twenty thousand. The library is open for the drawing of books or for the consulting of volumes in the reference alcoves for eight hours every day from Monday to Saturday. The use of the library is entirely free to students of all departments. The nucleus of a much needed endowment for the library has been secured, the fund now amounting to about $8,000. Among the gifts making up the endowment are the following:

The "M. T." Fund, 1900, given by a friend	$500
The Helen Gould Fund, 1900, by Mrs. Helen Gould Shepard, New York	500
The Willard Fund, 1900, by the Misses Willard, Auburn, N. Y.	200
The Hollenback Fund, 1901, by J. W. Hollenback, Esq., Wilkesbarre, Pa	500
The Solomon Bogart Fund, 1908, by Miss Martha M. Bogart, Philadelphia, Tenn	200
The Nina Cunningham Fund, 1909, by the sons of the late Major Ben Cunningham, Treasurer of the College, in memory of their sister, Miss Nina Cunningham, '91	500
The John M. Alexander English Literature Fund, 1909, by Rev. John M. Alexander, '87, and wife, Maryville	500
The Charles T. Cates, Jr., Fund, 1909, by Hon. C. T. Cates, Jr., '81, former Attorney-General of the State of Tennessee	300
The Rev. S. B. West Fund, 1909-1912, by the late Mrs. S. B. West, Concord, Tenn	100

The McTeer Fund, 1909, by J. C. McTeer, '07	$100
The Brown Fund, 1910, by Hon. T. N. Brown, '77	100
The Chilhowee Club Fund, 1910, by the Chilhowee Club, Maryville.	100
The Class of 1891 Fund, 1910, by five members of the class	232
The George Glenn Cooper Fund, 1910-1917, by the parents, brother, and sister of the late George Glenn Cooper	450
The Faculty Fund, 1910, by members of the Faculty	1,000
The French Fund, 1910, by Mr. and Mrs. C. T. French, '06	100
The Gamble Fund, 1910, by Hon. M. H. Gamble, '05, Hon. Andrew Gamble, and A. M. Gamble, M.D., Maryville	250
The Hooke Fund, 1910-1918, by Rev. R. H. Hooke, '74	130
The Litterer Fund, 1910, by C. C. Litterer, '99	50
The Lowry Fund, 1910, by Rev. G. H. Lowry, '94	100
The Tracy Fund, 1910, by J. E. Tracy, Esq., '01	75
The Jackson Fund, 1913, by C. O. Jackson, Maryville	100
The Philadelphia Fund, 1909-1918, by a Friend, Philadelphia, Pa	425
The Robert Pierce Walker Fund, 1918, by Mrs. A. A. Donaldson	80
The Henry Fund, 1918, by Rev. S. E. Henry, '88	150
The Graham Fund, 1918, by Rev. W. E. Graham, D.D., '94	105
The Class of 1909 Fund	505
The Class of 1910 Fund	380
The Class of 1911 Fund	195
The Class of 1912 Fund	126
The Class of 1913 Fund	89

LOAN LIBRARIES

James R. Hills Library.—In 1888 Miss Sarah B. Hills, of New York, contributed a fund of six hundred dollars for the establishment of a Loan Library, in order that students unable to purchase the necessary text-books might have the privilege of renting them at a nominal rate. By judicious management the income from this fund has grown until now the privileges of this library are open to all students, and all the regular text-books used in the institution may be either rented or purchased, as the student prefers. An additional gift of five hundred dollars from the same donor in 1908 made it possible to provide the text-books in use in the Bible Training Department. The rental charged a term is one-fifth the retail price of each book. The income from rentals is devoted to supplying new books as they are needed. The library occupies a room in Anderson Hall, and is open every day.

John C. Branner Library.—Some years ago John C. Branner, Ph.D., ex-President of the Leland Stanford Junior University, gave another proof of his generosity and friendship to the College by establishing a loan library of the text-books used in the natural science departments. The books in this library are under the same regulations as are those of the Hills Library

The Misses Willard Library.—Through the generosity of the Misses Willard, of Auburn, N. Y., the text-books employed in the Bible classes of the Preparatory Department are also provided for rent at a nominal charge.

THE COOPERATIVE BOARDING CLUB

No other agency has been of greater service in enabling the College to keep the expense of its students at a minimum than has the popular and successful Cooperative Boarding Club. The actual cost of the board is determined at the end of each month. The price is fixed approximately at the beginning of each year, and is not advanced unless absolutely necessary. Every endeavor will be made to keep the price for the ensuing year from exceeding $2.35 a week, the present cost, although this can not be guaranteed. A deposit of $9.00 is required of each member of the Club, and settlements are thereafter made at the end of every fourth week. Because of the cost rates at which board is furnished, a member's account with the Club is reckoned from the beginning of the college month during which he enters. A considerable number of students are employed as waiters and assistants in the dining-room, thus materially reducing the cost of their board. The privileges of the Club are extended to all male students and to all young women rooming in the college dormitories. The membership of the Club has been more than five hundred this year. The Club is housed in Pearsons Hall, spoken of elsewhere.

COLLEGE EXPENSES

It is a constant aim of the College to provide first-class college advantages to the student at the lowest possible rates, and the endowment enables it to make its charges very moderate. College bills must be paid invariably in advance. Until this condition is complied with, no one can become a member of any of the classes. In view of the very low rates, no deduction will be made for absence at the beginning or at the end of any term, and no tuition will be refunded. Students, except those entering for the first time, that register later than the third day of any term, pay a late registration fee of two dollars.

Fall Term

TUITION: All literary courses	$6.00
*Home Economics (one course, $3.00)	6.00
Music (vocal or instrumental): Under head of department, 14 lessons / Under an assistant, 20 lessons	7.00
Class lessons in Rudiments of Music, Harmony, or History of Music	2.50

* Students enrolled in literary courses are not charged any additional tuition if they take home economics courses.

Expression, 14 individual lessons	$9.00
Class lessons	2.50
Art, 14 three-hour lessons in oil or water-color painting	7.00
FEES: Incidental fee (payable by all students)	2.00
Athletic and forensic fee (payable by all students)	1.00
Late-registration fee (payable only by those entering later than the third day of the term)	2.00
Laboratory fee in Chemistry or Home Economics (each course)	3.00
Laboratory fee in Biology or Advanced Physics (each course)	2.00
Laboratory fee in Domestic Science (each course)	4.00
Laboratory fee in Domestic Art (each course)	1.00
Laboratory fee in Preparatory Home Economics	3.00
Laboratory fee in Agriculture or Preparatory Sciences (each course)	1.00
Breakage deposit for Chemistry (each course)	2.00
Breakage deposit for other science courses (each course)	1.00
Key deposit	1.00
Piano rental (an hour a day)	4.00
TEXT-BOOKS: Rented for about one-fifth retail price of the book, average	1.75
ROOM RENT: (consult the detailed statement under Rooms) average.	12.00
* BOARD: In the Cooperative Boarding Club, about $2.35 a week, approximately	33.00
In private families, about $6.00 a week.	

APPROXIMATE EXPENSES FOR THE FALL TERM: $55.00 to $70.00.

Winter or Spring Term

TUITION: All literary courses	$6.00
† Home Economics (one course, $3.00)	6.00
Music (vocal or instrumental): Under head of department, 11 lessons / Under an assistant, 15 lessons	5.50
Class lessons in Rudiments of Music, Harmony, or History of Music (winter and spring terms combined)	3.00
Expression, 11 individual lessons	7.00
Class lessons (winter and spring terms combined)	3.00
Art, 11 three-hour lessons in oil or water-color painting	5.50
FEES: Incidental fee (payable by all students)	2.00
Athletic and forensic fee (payable by all students)	1.00
Late-registration fee (payable only by those entering later than the third day of the term)	2.00

* Read THE COOPERATIVE BOARDING CLUB, page 63.

† Students enrolled in literary courses are not charged any additional tuition if they take home economics courses.

Campus Scenes and Dormitories

Laboratory fee in Chemistry (each course)	$2.50
Laboratory fee in Biology or Advanced Physics (each course)	2.00
Laboratory fee in Domestic Science (each course)	4.00
Laboratory fee in Domestic Art (each course)	1.00
Laboratory fee in Preparatory Home Economics	3.00
Laboratory fee in Agriculture or Preparatory Sciences (each course)	1.00
Breakage deposit for Chemistry (each course)	1.50
Breakage deposit for other science courses (each course)	1.00
Key deposit	1.00
Piano rental (an hour a day)	3.00
Graduation fees (payable at the opening of the spring term of the graduating year):	
College Department	5.00
Preparatory Department	1.00
Other departments	2.50
TEXT-BOOKS: Rented for about one-fifth retail price of the book, average for winter and spring terms combined	1.75
ROOM RENT: (consult the detailed statement under Rooms) average:	
Winter term	10.00
Spring term	8.00
* BOARD: In the Cooperative Boarding Club, about $2.35 a week, for either winter or spring term, approximately	26.00
In private families, about $6.00 a week.	
APPROXIMATE EXPENSES FOR THE WINTER TERM: $45.00 to $60.00.	
APPROXIMATE EXPENSES FOR THE SPRING TERM are about $5.00 less than for the winter term.	
APPROXIMATE EXPENSES FOR THE YEAR (THREE TERMS):	
For the student not taking science courses, music, expression, or art, about	140.00
For the student taking science courses, but not music, expression, or art, about	150.00
For the student taking principally music, expression, or art	180.00

Christmas Holidays

The rates in the foregoing tables do not include room rent or board for the vacation period between the fall and winter terms. Carnegie and Pearsons Halls are kept open, however, and a nominal maintenance charge is made of those that remain on the hill, and board is furnished at the most reasonable rates possible. The cost to the student that remains at the College during the Christmas holidays has not as yet exceeded $11.00 for room rent, light, heat, and board, for the entire vacation period.

* Read THE COOPERATIVE BOARDING CLUB, page 63.

Rooms

Every prospective student desiring to room in a dormitory must make a two-dollar deposit with the Registrar in order to secure a reservation. The Registrar will send the applicant a deposit receipt, which, upon presentation by the student when he enters college, will be accepted by the Treasurer for credit on the room rent to the amount and for the term specified thereon. The room, however, will not be held beyond the opening day unless the room rent is paid for the term in advance. The deposit receipt is not negotiable, and the deposit will be forfeited if the student does not enter college.

All the dormitories are heated with steam and lighted with electricity, and are fully supplied with wardrobes, baths, and toilets. All the rooms contain the following articles of furniture: individual iron bedsteads, springs, mattresses, tables with built-in bookcases, chairs, and, for young women, dressers; for young men, chiffoniers. The student will provide bedding and any other necessity not here specified. Two students occupy one room. According to location the rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
Memorial Hall (men)	$11.00 to $13.00	$9.00 to $11.00	$7.00 to $9.00
Carnegie Hall (men)	10.00 to 17.00	8.00 to 14.00	6.00 to 10.00
Baldwin Hall (women)	9.00 to 14.00	7.00 to 11.00	5.00 to 8.00
Pearsons Hall (women)	13.00 to 16.00	11.00 to 13.00	7.00 to 9.00

Rooms in Town

Young men can find comfortable furnished rooms in private residences in convenient parts of town at prices ranging from $3.00 to $6.00 a month for each student.

Laundry

In the Cooperative Laundry (young women doing their own work) ..... $0.30 a month
In town by private laundresses ..... $0.35 to $0.75 a week

STUDENTS' ORGANIZATIONS

Literary Societies.—Four literary societies are conducted by the students, and are of the greatest benefit to those who avail themselves of the advantages they offer. The Athenian, organized in 1868, and the Alpha Sigma, organized in 1882, are composed of young men. Each society is divided into a "senior section" and a "junior section," the latter being composed of students in the Preparatory Department. Their halls, four in number, are on the third floor of Anderson Hall. The Bainonian, organized in 1875, and the Theta Epsilon, organized in 1894, are conducted by the young women. They have neatly furnished halls in Pearsons Hall. The societies meet every Saturday evening to engage in debates and

other literary exercises. Each society gives annually a public midwinter entertainment.

The Y. M. C. A. and Y. W. C. A.—The Y. M. C. A., established in 1877, has become one of the strongest organizations of its kind in the South. The weekly devotional meetings are held on Sabbath afternoon in the auditorium of Bartlett Hall. The officers of the Association are as follows: President and Army Secretary, Cedric V. Miller; Vice President, James P. Barker; Secretary, Delemo L. Beard; Treasurer, James Martin; Cabinet, J. Herbert Kiger, Horace E. Brown, Harold E. Smith, Ralph E. Smith, Harry M. Pearson, Chester A. Osborn, Roy A. McCall, and Forrest D. Brown.

The Advisory Committee of the Y. M. C. A., composed of representatives of the Faculty and of the student body, directs the general policies of the Association. It consists of the following members: Class of 1919: Professor Gillingham, George B. Callahan, and Jason G. Purdy; Class of 1920: Treasurer Proffitt, Major Will A. McTeer, and Ralph E. Smith; Class of 1921: Dean Barnes, Chairman, President Wilson, and Professor Bassett.

The Y. W. C. A. was established in 1884, and has become one of the most wholesome influences in the religious life of the College. The weekly devotional meetings are held on Sabbath afternoons in the association room, in the basement of Voorhees Chapel. The Association has a small but valuable library, known as the Florence McManigal Memorial Library. It was contributed by Rev. J. Oscar Boyd, Ph.D., and wife, of Paterson, N. J., as a memorial to their sister, Miss McManigal, '08, who was an instructor in the College and who died in 1909. The officers of the Association are as follows: President, D. Grace Bailey; Vice President, Minnie Hunter; Secretary, Helen E. Newell; Treasurer, Martha E. Robison; Editor, Helen R. Brown; Cabinet, Jessie A. Creswell, Claudia Bogart, Mattie Hamilton, F. Imogene Copeland, Laura E. Putman, Mary Bigelow, and Mary Louise Hayes.

The Athletic Association.—This organization is maintained by the student body for the purpose of regulating athletics and caring for athletic equipment. The Board of Athletic Control, composed of representatives of the Faculty, the students, and former students, meets at stated intervals and exercises oversight over all the athletic events of the College. Upon the recommendation of this Board, the Directors of the College have voted an athletic and forensic fee of one dollar a term payable by all students, and entitling every student to admission to all athletic and forensic events. The football and baseball fields, the tennis courts, the track, and the basketball court are open to any student desiring to enter these forms of sport.

The members of the Board of Athletic Control, whose officers are also the officers of the Athletic Association, are as follows: President, David H. Briggs; Vice President, Celeste Moseley; Secretary, Robert W.

Adams; Treasurer and Official Buyer, Treasurer Proffitt; Faculty Representatives, President Wilson and Professors Knapp and Ellis; Student Representatives, Ethel Burchfiel, Edith M. Davis, George B. Callahan, and Horace E. Brown; Town Representatives, John H. Mitchell and Edward F. Harper.

The officers of the athletic teams are as follows: Managers: Football, elected for 1918, David H. Briggs; S. A. T. C. Director, Lieut. Reilley; Basketball, George B. Callahan; Women's Basketball, Sue Nuchols; Baseball, Lake Russell; Women's Tennis, Celeste Moseley. Captains: Football, elected for 1918, Robert B. Clemens; Basketball, David H. Briggs; Women's Basketball, Edith M. Davis; Baseball, Frank H. Lowry.

The Ministerial Association, organized in 1900, is composed of the candidates for the Christian ministry that are in attendance upon the College. It has for its object the enlistment of its members in various forms of active Christian work, and the discussion of themes relating to the work of the ministry. Its officers are: President, Cedric V. Miller; Vice President, James Martin; Secretary and Treasurer, Floyd R. Watt.

The Student Volunteer Band.—The College has from its earliest history been identified with foreign missions, and has sent out fifty-six missionaries into fourteen foreign countries. Since 1894 the students have maintained a Student Volunteer Band, composed of those who are pledged to enter some foreign field, if the way be open. The Band meets weekly to study missionary fields and conditions. The officers for the present year are as follows: President, Mildred M. Hoffman; Vice President, Lois C. Wilson; Secretary, Laura E. Putman; Treasurer, Helen R. Brown.

The Intercollegiate Prohibition Association.—Interest and participation in the prohibition movement have been characteristic of the Faculty and students of the College from its foundation. The object of this association is to obtain and circulate information regarding the prohibition movement throughout the United States, to deepen interest therein, and to train participants in intercollegiate contests conducted under the management of the larger Association, of which the local organization is a part. The officers are: President, D. Grace Bailey; Secretary and Treasurer, Maude C. Hite; Editor, Carrie B. Sheddan.

The Law Club.—The young men that are studying with a view to entering the profession of law maintain an organization known as the Law Club. Their purpose is to familiarize themselves with the features of their contemplated life work, and to develop high moral standards and ideals in connection with their profession. The officers of the club are: President, Robert W. Adams; Vice President, David H. Briggs; Secretary and Treasurer, Isaac L. Huskey.

The Equal Suffrage League.—The young women interested in the extension of the franchise have formed an organization for the purpose of studying the progress of the equal suffrage movement and the phases of

the political and moral welfare of the nation that are particularly affected thereby, and also of cultivating among college students a wider, sympathetic interest in the movement. In 1918, the league adopted a French orphan boy who was born just after the outbreak of the war and whose father had been killed in battle. The officers of the league are: President, J. Maude Pardue; Vice President, Licia Johnson; Secretary, Frances W. Hickey; Treasurer, Carmen Park.

The Pre-medical Club.—Students preparing for the practice of medicine, including both those in the regular classes and those taking the special pre-medical course, have organized with a view to a better understanding of the problems and interests of the medical profession. The officers are: President, Harold E. Smith; Vice President, Laura E. Putman; Secretary and Treasurer, Jarvis M. Cotton.

ALUMNI ASSOCIATION

This Association was formed in 1871. It holds its annual meeting on Commencement Day, when a banquet is given under the auspices of the Faculty of the College and the local alumni. The officers for 1918-1919 are as follows: President, William T. Bartlett, '01; Vice President, George M. Adams, '16; Secretary, Samuel T. Wilson, '78; Executive Committee, Charles W. Henry, '01, Nellie C. Pickens, '13, Erma Hall Crawford, '14, Aletha M. Armstrong, '16, and David W. Proffitt, '16; Manager of the Alumni and Undergraduate Scholarship Fund, Henry J. Bassett, '04.

ROLL OF HONOR

More than six hundred and fifty of the male graduates and undergraduates of the College are known to have enlisted for the war in some branch of national military service. An honor roll of the names of these men was begun early in 1917 and is still being added to as belated information is obtained. Two large Service Flags have been raised in the college chapel, with stars for all those whose names have been secured. Twenty men are represented by the gold stars indicating supreme sacrifice. Information regarding the whereabouts and welfare of those on the honor roll, or the name of any one that should be added, will be heartily welcomed, and should be sent to the Registrar.

THE Y. M. C. A. LYCEUM COURSE

For several years the Y. M. C. A. has conducted for the student body and the public a course of lectures and entertainments. The course usually consists of five numbers, one or two of which are popular lectures and the rest musical, elocutionary, or dramatic entertainments. The course is provided at small cost to the student, tickets for the entire series costing usually a dollar and a half.

FORENSIC CONTESTS AND PRIZES

For several years debating contests have been held with Tusculum College, Tennessee, in which each institution debates the other on the same date. During a part of the time these contests were triangular, Carson and Newman College, Tennessee, being the third member. These contests are held during the spring term.

The Athenian and Alpha Sigma Literary Societies hold public contests in oratory and debate. These contests are sometimes intersociety and sometimes intrasociety, and are usually for medals offered by the societies or an alumnus.

The Board of Temperance of the Presbyterian Church, U. S. A., offers annually prizes amounting to twenty-five dollars for orations on phases of the prohibition problem. Public contests are held during the winter or spring term, and are open to any college student.

A local contest in oratory under the auspices of the Intercollegiate Peace Association is held annually, in which any college student may participate. The winner in this contest becomes eligible to enter the state contest. No permanent prize for this contest has as yet been contributed, but a prize amounting to ten dollars has generally been secured for the winning contestant.

The William H. Bates Oratorical Prize Foundation.—Rev. William Henry Bates, D.D., of Greeley, Colorado, contributed to the College, in 1917, the sum of seven hundred and fifty dollars to form a fund, the annual income of which shall be used to provide a prize in oratory to be contested for by the members of the Senior Class. The first contest will take place in connection with the Centennial celebration, and will be conducted in accordance with rules prepared by the Faculty after conference with the donor of the fund.

PHYSICAL TRAINING

Classes are conducted by the physical directors daily, and all students, except members of the Junior and Senior Classes, local students in the Preparatory Department, and cadets taking military training, are required to avail themselves of the privilege afforded, unless excused by reason of physical disability, or of being members of regular athletic teams. Excuses for any other reason must be approved by the Faculty before being accepted. A physical examination is required annually of every student. The classes for the young men and the young women meet in their respective gymnasiums and under the direction of their respective physical directors. The work offered is carefully graded and adjusted to the needs of the various classes. Credit equivalent to one recitation hour is given for the satisfactory completion of each two hours' work during the term. Every young woman should bring a gymnasium suit, preferably consisting of a white or blue middy and blue bloomers, and gymnasium or tennis shoes. Every young man should bring a regulation white gymnasium suit,

consisting of sleeveless shirt, running pants, support, and gymnasium or tennis shoes.

The swimming pool is open three days each week for the young men and on the alternating three days for the young women. Careful supervision of the pool is given at all times, and no one is permitted in the pool except when a physical director is present. The pool is kept in the best sanitary condition. Shower baths in a separate room are provided and required to be used before a person is permitted to enter the pool.

MILITARY TRAINING

Throughout the duration of the war the College provided for military drill. In the fall of 1918, the Government established a unit of the S. A. T. C., took over Carnegie Hall as an army barracks, and detailed three lieutenants in charge of the unit. Seventy-four college men of military age were sworn into service and composed Company A, while one hundred others not eligible by reason of youth or classification received training in Company B. The policy of the College will be to provide military training next year if the demand justifies the provision. Students desiring to take military drill should come prepared to purchase a uniform, consisting of blouse, breeches, shirt, leggings, and hat. The cost of the uniform will probably be about twenty-five dollars.

MEDICAL ATTENTION

The Ralph Max Lamar Memorial Hospital, spoken of elsewhere, is available for all students. A nurse looks after the general health of the students, and nurses all cases that require her attention. In cases of slight illness no charge is made for nursing, but the patient pays $4.00 a week for the use of the ward, and for board and laundry. In cases of serious illness demanding more than ordinary time and attention, a nominal charge is also made for the nursing. On Tuesday, Thursday, and Friday of each week free medical consultation and prescription by approved physicians are provided at the hospital for out-of-town students. Any other medical attention, however, that may be required must be paid for by the student. These privileges have been responded to with marked appreciation by the student body, and the medical attention thus afforded has been of great service in the prevention and checking of serious illness.

ADMINISTRATIVE RULES

Absence from the College.—Students are not allowed to absent themselves from the College without permission from the Faculty.

Absence from Required Duty.—See rule regarding demerits and unexcused absences.

Changes of Course.—All changes of studies must be made within

two weeks after matriculation. Thereafter, all changes for students in the Preparatory Department shall be made by order of the Principal of the department, and all changes in the College Department by permission of the Faculty, and in all cases after consultation with the instructors concerned. Every change of course made after two weeks from date of matriculation involves a fee of fifty cents, unless this fee is remitted by special vote of the Faculty.

Demerits and Unexcused Absences.—Demerits and unexcused absences are recorded separately. If a student accrues ten demerits or ten unexcused absences within any one term, he is suspended for at least the remainder of that term. Unexcused absences reduce grades in proportion to the time of absence. Excused absences also reduce grades in proportion to the time of absence, unless the work is made up. This applies also to all absences due to late registration.

Dismissal from College.—Students are dismissed, also, whenever in the opinion of the Faculty they are pursuing a course of conduct detrimental to themselves and to the College. The Faculty are the sole judges of the advisability of such dismissal. Maryville College is a private institution, and reserves the right to dismiss a student whenever the authorities of the College may elect. An institution which is affording such extensive opportunities and advantages to its students in return for fees not so large as the incidental fees of most institutions, can not allow those to remain in attendance who fail to perform their college work, or who injure college property, disturb college order, or by acts of insubordination or immorality hurt the good name of the College and add unnecessary burdens to the authorities of the institution. The College desires no such students, and rids itself of them when they appear.

Disorder.—Promoting or participating in class clashes or fights, and hazing or other interference with individual liberty or class functions on the part of individuals or classes, are prohibited. Applicants for admission are referred to the paragraphs on Admission to the College, or Admission to the Preparatory Department.

Entertainments.—To avoid interference with the regular work of the College, students must secure special permission before engaging in any entertainment outside the College.

Examinations.—A student absent from any examination without an approved excuse will be marked "zero" on that examination, and will receive no credit for his term's work. Any student failing to be present at term examinations shall be required to take all omitted examinations before being allowed to enter classes on his return to the College. A fee of one dollar will be charged for any examination given at any other time than that set for the regular examinations.

Forfeiture of Aid.—Any student receiving financial aid from the Col-

lege, in the form of scholarships, loans, or opportunities for work, will forfeit such aid if he becomes an object of college discipline.

Late Registration.—Students, except those entering for the first time, that register later than the third day of any term, pay an additional fee of two dollars. Absence due to late registration reduces grades in proportion to the time of absence, unless the work is made up.

Religious Services.—Prayers are attended in the college chapel in the morning, with the reading of the Scripture and with singing. Every student is required to attend public worship on the Sabbath, and to connect himself with a Sabbath-school class in some one of the churches in town, and to make a written honor report each week to his chapel monitor.

Rooming in Town.—Students are not permitted to room or to board at hotels or other places disapproved by the Faculty. Young women from out of town are not permitted to room or board off the college grounds, except with relatives.

Sabbath.—Students are not allowed to patronize the Sunday trains or to visit the railway stations on the Sabbath. No student will be received on the Sabbath. Sunday visits are disapproved.

Secret Societies.—No secret society will be allowed among the students, and no organization will be permitted that has not been approved by the Faculty.

Standing.—A uniform system of grading is employed, upon the results of which depends the promotion from one class to another. The Faculty meets each week of the college year, and receives reports of the work done in all departments and of the delinquencies of individual students. A record is made of the standing of each student, which is sent to his parents or guardians at the end of each term. In order to be classified in any given year in the College Department a student shall not be conditioned in more than three studies.

Tobacco.—The use of tobacco on the college grounds and in the college buildings is forbidden, and no student addicted to its use will be allowed to room upon the college premises. One violation of this rule will be deemed sufficient to exclude a student from the college dormitories.

Vaccination.—Vaccination is required of those students who have not recently been vaccinated.

SELF-HELP

The College offers opportunities of self-help to a large number of deserving young men and young women. About three hundred annually avail themselves of such opportunities. The work offered includes manual labor on the grounds, janitor service in the various buildings, dining-room and kitchen service at the Cooperative Boarding Club, office work, and work as assistants in laboratories or libraries. These forms of employment

are paid for at a rate varying according to the degree of skill and responsibility involved. Indoor work is allotted usually to students that have previously given proof of their ability and worth. Positions of exceptional responsibility, such as janitor service and work as assistants, are granted for a year in advance, the assignment being made at the close of the spring term. Assistants in any department are elected by the Faculty upon the recommendation of the head of the department.

Application for work of any kind must be made in writing and addressed to the Faculty. The acceptance of an opportunity of self-help involves especial obligation to diligence, loyalty, and the faithful discharge of duty. A student that fails to do satisfactory work or becomes an object of discipline by the Faculty will forfeit all such opportunities.

SCHOLARSHIP FUNDS

The Craighead Fund, 1886, contributed by Rev. James G. Craighead, D.D., of Washington, D. C., for candidates for the ministry... $1,500

The Carson Adams Fund, 1887, by Rev. Carson W. Adams, D.D., of New York, for tuition help..... 6,300

The George Henry Bradley Scholarship, 1889, by Mrs. Jane Loomis Bradley, of Auburn, N. Y., in memory of her only son..... 1,000

The Willard Scholarship, 1898, by the Misses Willard, of Auburn, New York 1,000

The Students' Self-help Loan Fund, 1903, 1908, and 1912, by Rev. Nathan Bachman, D.D., of Sweetwater, Tenn., for loans to upper classmen 2,000

The Clement Ernest Wilson Scholarship, 1904, by the late Mrs. Mary A. Wilson, of Maryville, in memory of her son..... 1,000

The Alumni and Undergraduate Scholarship Fund, begun 1904, by the Alumni Association and former students. A bequest of $500 was made to the fund by the late Mrs. M. A. Wilson, of Maryville 2,850

The Angier Self-help Work and Loan Fund, 1907-1911, by Mr. Albert E. Angier, of Boston, Mass., to provide opportunities of work and loans for young men..... 5,000

The Margaret E. Henry Scholarship, 1907, established through the efforts of Mr. Jasper E. Corning, of New York..... 1,000

The Arta Hope Scholarship, 1907, by Miss Arta Hope, of Robinson, Ill..... 1,000

The Hugh O'Neill, Jr., Scholarship, 1908, by Mrs. Hugh O'Neill, of New York, in memory of her son..... 1,000

The Alexander Caldwell Memorial Fund, 1908, by Mr. G. A. Moody, of Jefferson City, Tenn., the income to be loaned..... 1,000

The D. Stuart Dodge Scholarship, 1908, by Rev. D. Stuart Dodge, D.D., of New York City, preferably to aid graduates of the Farm School of North Carolina..... 1,500

The Julia M. Turner Missionary Scholarship Fund, 1908, by Mrs. Julia M. Turner, to aid the children of foreign missionaries or those preparing for the foreign field..... $5,000

The William J. McCahan, Sr., Fund, 1908, by Mr. William J. McCahan, Sr., of Philadelphia, Pa., for tuition help..... 5,000

The W. A. E. Campbell Foreign Missionary Fund, 1909, by Rev. W. A. E. Campbell, of Hanna City, Ill., to aid a young woman preparing for foreign missionary work..... 700

The Charles Francis Darlington, Jr., Scholarship, 1909, by Mrs. Letitia Craig Darlington, of New York, in honor of her son... 1,000

The Hoover Self-help Fund, 1909, by Dr. W. A. Hoover, of Gibson City, Ill., to provide opportunities of work for young men..... 500

The Isaac Anderson Scholarship, 1909 and 1916, by James A. and Howard Anderson, of Knxoville, Tenn., in memory of their great-uncle, Rev. Isaac Anderson, D.D., the founder of Maryville College 2,000

The John H. Converse Scholarship, 1909, by Mr. John H. Converse, of Philadelphia, Pa., for candidates for the ministry and other Christian service 5,000

The Chattanooga Self-help Fund, 1910, by Rev. E. A. Elmore, D.D., and other citizens of Chattanooga, Tenn., to provide opportunities of work for students..... 500

The Rena Sturtevant Memorial Scholarship, 1910, by Miss Anna St. John, of New York..... 1,000

The Nathaniel Tooker Scholarship, 1910, by Nathaniel Tooker, Esq., East Orange, N. J..... 1,000

The James R. Hills Memorial Self-help Work Fund, 1911, by Miss Sarah B. Hills, of New York, to provide work for students.... 1,000

The Mrs. Elizabeth Hyde Mead Memorial Scholarship, 1911, by the Abbot Collegiate Association of New York..... 1,000

The G. S. W. Crawford Self-help Fund, 1912, by friends of the late Professor Crawford, to provide work for students..... 1,000

The Elizabeth Belcher Bullard Memorial Scholarship, 1912, "given in memory of a great friendship" by Mrs. Elizabeth C. Barney Buel, of East Meadows, Litchfield, Conn., through the Mary Floyd Tallmadge Chapter of the D. A. R..... 1,000

The Elizabeth Hillman Memorial Scholarship, 1912, 1914, and 1918, by Mrs. John Hartwell Hillman, of Pittsburgh, Pa., through the Pittsburgh Chapter of the D. A. R., "in perpetuity for mountain girls in Maryville College," $2,500; additional, 1918, by Miss Sara F. Hillman, of Pittsburgh, Pa., for the paying of young women as laboratory assistants in science departments, $2,500.. 5,000

The Robert A. Tedford Scholarship, 1913, "given by his wife, Emma Patton Tedford, as a memorial to her husband"..... 1,000

The Major Ben and Jane A. Cunningham Fund, 1914, by Edwin S., Campbell S., Clay, and Ben Cunningham, to assist worthy and needy students, preferably from Blount County, Tennessee..... $1,045
The Mary Harwood Memorial Scholarship, 1915, by the Stanford, Conn., Chapter of the D. A. R., "to aid worthy students"..... 1,000
The Harriet Van Auken Craighead Memorial Scholarship, 1916, by Miss Alice W. Craighead, of Washington, D. C., to aid preferably young women from the Southern Appalachians, preparing to be teachers..... 1,500
The Elizabeth B. Camm Cornell Scholarship, 1916, bequest of the late Elizabeth B. Camm Cornell, of Newtown, Pa..... 1,000
The Rachel Dornan Scholarship, 1916, bequest of the late Rachel Dornan, of New York..... 1,000
The Margaret E. Henry Loan Fund, 1916, by Dr. S. Elizabeth Winter, of Philadelphia, Pa..... 1,000
The Margaret E. Henry Scholarship, 1916, by A Friend, of Overbrook, Pa..... 1,000
The Martha A. Lamar Scholarship, 1916, by Mrs. Martha A. Lamar, of Maryville, preferably to aid "students that are kinsmen of mine"..... 1,000
The John and Susan M'Galliard Memorial Scholarship and Self-help Work Fund, 1917, by Miss Fannie J. M'Galliard, of Bridgeton, N. J..... 1,000
The Charles E. Silsby Memorial Scholarship Fund, 1917, by Rev. J. A. Silsby, D.D., and wife, of Shanghai, China..... 1,000
The Charles W. Black Scholarship Fund, 1917, by Mr. Charles W. Black, of Malvern, Iowa..... 1,000
The Mrs. Charles W. Black Scholarship Fund, 1918, by Mr. Charles W. Black, of Malvern, Iowa..... 1,000

THE MARGARET E. HENRY MEMORIAL FUND

During the last thirteen years of her connection with the College, Miss Margaret E. Henry, as scholarship secretary and field representative, secured contributions to current and permanent funds amounting to $122,693.00, besides raising up a host of friends interested in the students and work of Maryville College. Immediately following Miss Henry's death on July 7, 1916, suggestions came from some of these friends that a permanent memorial fund of one hundred thousand dollars be solicited to carry on, in part, the altruistic service to which she had devoted her life. Thus far the memorial fund amounts to $18,885.00, made up of the following scholarship and work funds:

The Julia Crouse Houser Fund, Akron, O., 1916..... $1,000
The Mary R. Tooker Fund, East Orange, N. J., 1916..... 1,000
The Gertrude Tooker Fund, East Orange, N. J., 1916..... 1,000

The Dr. S. Elizabeth Winter Fund, Philadelphia, Pa., 1916..... $5,000
The Arthur B. Emmons Fund, Newport, R. I., 1916..... 1,000
The Archibald Hilton Bull, Jr., Memorial Fund, 1916, by Mr. and Mrs. A. H. Bull, Elizabeth, N. J..... 1,000
The Julia Spencer Whittemore Memorial Fund, 1916, by Mrs. Harris Whittemore, Naugatuck, Conn..... 1,000
The James Stuart Dickson Memorial Fund, 1916, by Rev. and Mrs. Reid S. Dickson, Lewistown, Pa..... 1,000
A friend in New York City, 1916..... 500
The Dr. George W. Holmes Memorial Fund, 1916, by Mrs. George W. Holmes, Boonton, N. J..... 1,000
The Eleanor G. Park Fund, Allegheny, Pa., 1917..... 2,000
The Thomas Hammond Foulds Memorial Fund, 1917, by Dr. Thomas H. Foulds, Glens Falls, N. Y..... 1,000
Received in contributions of less than $500..... 2,385

COLLEGE PUBLICATIONS

The official publication of the College is The Maryville College Bulletin. It is issued four times a year, and is sent free to any who apply for it. The May number of each year is the annual catalog. The Highland Echo is issued weekly by the students, the editorial staff consisting of representatives of the four literary societies, the Christian Associations, the Athletic Association, and the Alumni Association. The Chilhowean is issued annually by the Junior Class. It is the yearbook of the student body, containing a summarized record of the year's work in all the departments and organizations of the College, and is an attractive souvenir. The Maryville Handbook is issued annually by the Christian Associations. It is intended to present the work of the Associations to new students, and also to assist them in adjusting themselves to their new environment

A CENTURY OF MARYVILLE COLLEGE

At the request of The Directors of Maryville College, President Wilson, in 1916, gathered into a volume entitled "A Century of Maryville College — A Story of Altruism," the romantic story of the institution from its inception to the present time. "It was the writer's good fortune to be at first a student and then a colleague of Professor Lamar, who in turn was a student and then a colleague of Dr. Anderson; and so the writer received almost at first hand the story of Maryville, extending from the beginning down to the time when he himself entered the faculty of the College." The first edition has already had wide distribution. The Registrar will mail the book, postpaid, upon the receipt of one dollar the copy.

THE CENTENNIAL FORWARD FUND OF $325,000

Maryville College will complete its first century of service on Commencement Day, 1919. A program of celebration appropriate to the occasion has been planned, and a large "home coming" of Maryville's sons and daughters is anticipated.

The closing years of this notable first century of the College are crowded, on the one hand, with embarrassing riches of clientage and opportunity, and, on the other hand, with an embarrassing lack of endowment and income. Since the College sternly and religiously limits the amount of its expenditures to the size of its income, it follows that such needs as are not provided for by the revenues must go unmet. The South is developing with marvelous rapidity. Country life is becoming more attractive than heretofore; and the Southern Appalachian field is calling for the best that can be done in the line of education. The after-war New Era also is laying fresh opportunities and responsibilities upon the institution. Patriotism and religion challenge the College to the best service of its long career.

In order to enable the institution to enter upon the second century somewhat more adequately equipped to meet its opportunities and to perform its obligations, the Directors of the College decided, in 1916, that a special Centennial Forward Fund should be sought, which, it is hoped, will, when completed, amount to three hundred and twenty-five thousand dollars. All contributions to permanent endowment funds and to building and equipment funds made up to June 1, 1919, will be credited toward this fund.

Some of the most urgent needs of the College that would be provided for by the securing of this Centennial Fund are the following: (1) The increase of the now inadequate salaries of the teaching force to a more nearly living-wage standard. At present the members of the college faculty receive salaries considerably below what they would receive in the high schools throughout the greater part of our country; while the preparatory teachers receive much smaller salaries than they would command in regular high-school work. It is not right that these faithful and efficient men and women, whose moral purpose and college loyalty alone hold them in their positions of instruction at Maryville, should be so poorly paid that anxiety and self-sacrifice must be their lot. Moreover, as the cost of living advances, it is becoming increasingly difficult for the College, with its low salaries, to secure the services of suitable and competent additional professors as they are needed. The high standards of the institution as well as justice to the people who teach are both imperiled by the inadequate salaries that are now paid. The sum that is sought for the increase of the salaries of the teaching force is $75,000. The annual income of this amount would be $4,500. (2) Endowment for a manual training depart-

ment, $25,000. Too long has this important and most practical department been delayed. (3) Endowment for the agricultural department, $25,000. The clientage of Maryville, the rapid and cheering development of rural life in the South, the need that present-day public-school teachers have of training in agriculture, and the trend of the times all demand this new department. Nothing in recent years has aroused so many favorable comments as has the announcement of the intention of the College to establish such a department. (4) A hospital endowment to provide the salary of the nurse, $10,000. The hospital is proving invaluable, and the nurse is necessary, and the students are unable to pay for one. Thus far, $1,647 has been paid in on this fund. (5) Additional endowment for the library, the general laboratory and work-shop of all departments of the College, $15,000. The present endowment is about eight thousand dollars. (6) Endowment to pay the administrative expenses of the Cooperative Boarding Club so as to keep the cost of board at a minimum, $15,000. Thousands of students have been enabled to attend college because of this remarkable club. This year more than five hundred students have been members of the Club. A new building for the Club is also a need the supply of which can not long be deferred. (7) Stack-room and reading-room for the Library, $10,000. This addition is absolutely necessary for the proper utilizing of the present Library. What is, however, urgently needed is a new and complete library building, costing $75,000. (8) A new central recitation building, $75,000. It can not be long deferred. All available recitation space is utilized, and yet the work is sorely cramped. The only recitation buildings are the old original Anderson Hall and the Fayerweather Science Hall. (9) Another dormitory for young women, at least, $50,000. Both dormitories for the young women are crowded, and the overflow has to be provided for. (10) Equipment of the manual training and agricultural departments, $10,000. (11) For streets, walks, and other improvements of the campus, $10,000. The grounds have been reluctantly left unimproved through lack of funds. (12) To install a pipe organ in the chapel, $5,000.

Three hundred and twenty-five thousand dollars will go far toward supplying these great needs. And the College earnestly asks the friends of education to help it secure this amount by Centennial Commencement Day, 1919, that it may begin the new century with ability commensurate with its opportunity.

All general correspondence regarding the Centennial Forward Fund should be addressed to President Samuel T. Wilson or to Professor Clinton H. Gillingham; all correspondence regarding scholarships and self-help work funds, to the Chairman of the Scholarship Committee; while all correspondence regarding the agricultural department, and all contributions to the Centennial Forward Fund should be addressed to Treasurer Fred L. Proffitt.

THE GENERAL EDUCATION BOARD'S GRANT

At its meeting in January, 1916, the General Education Board appropriated the sum of seventy-five thousand dollars toward the above-mentioned three hundred and twenty-five thousand dollar Centennial Fund, to be paid on condition that the entire fund be secured within a specified time. Not only is this conditional appropriation a great gift in itself considered, for it is almost one-fourth of the entire amount sought, but it is also a notable tribute to the standards and work of Maryville. And this is especially true in view of the fact that this is the Board's second appropriation to Maryville, the Board having made a grant of fifty thousand dollars, in 1907, to the "Forward Fund of Two Hundred Thousand Dollars." The friends of the College are profoundly grateful to the General Education Board for these epoch-making grants made the institution in its times of need, opportunity, and crisis.

BEQUESTS AND DEVISES

Since each State has special statutory regulations in regard to wills, it is most important that all testamentary papers be signed, witnessed, and executed according to the laws of the State in which the testator resides. In all cases, however, the legal name of the corporation must be accurately given, as in the following form:

"I give and bequeath ..... to 'The Directors of Maryville College,' at Maryville, Tennessee, and to their successors and assigns forever, for the uses and purposes of said College, according to the provisions of its charter."

DEGREES AND DIPLOMAS, 1918

DOCTOR OF DIVINITY, HONORARY

JOHN SAMUEL EAKIN, '87 JOHN NEWTON MCGINLEY, '91

BACHELOR OF ARTS

ROY RITTER ANDERSON
MARGARET BASSETT
ZEORA MONTEZ BROCKLEHURST
ALTON DAVIS BRYSON
FINIS GASTON COOPER
HORACE DAWSON, *class orator, cum laude*
HARRY HENRY FERNTHEIL
MATTIE MILDRED FISHER, *cum laude*
LUCY GENEVIEVE GIBSON
ELIZABETH AMY HENRY, *cum laude*
HERBERT JOSEPH JORDAN
JOSEPHINE KNAPP, *cum laude*
GLEN ALFRED LLOYD
ONESSUS HORNER LOGAN
MARY MILES, *class orator, cum laude*
ELEANOR DORTCH MOSELEY, *cum laude*
ANDREW RICHARDS
FRANK HEISKELL SCRUGGS
GEORGE ELLA SIMPSON, *cum laude*
ROBERT LANDON TAYLOR
JAMES HASKEW TURNER
BENJAMIN EDWARD WATKINS
ALFRED HARRISON WEBSTER
DECK CHRISTOPHER WILLIAMS
BERTHA MARY WILSON, *cum laude*

GRADUATES FROM PREPARATORY DEPARTMENT

NORMAN MCKINLEY BLACK
HORACE EARL BROWN (1916)
EDITH FAWN CALDWELL
CARL EUGENE DAMIANO (1917)
RUFUS LAFAYETTE FORD
SAMUEL RAY FOSTER (1917)
RUTH MCENTIRE GREENLEE
LOUIS ELMORE HARMAN
IDELLA HEMPHILL
IRA REGINALD HUFFAKER
JOHN WALLACE LEGG
JENNIE BELLE LEQUIRE
RUTH MCCALL, *class orator*
STELLA LOVE MCCALL
CLARA BEATRICE MCDONALD
ISABEL MCGRANAHAN (1916)
HOWARD DIXON MCGRATH, *class orator*
BEATRICE IONE MARSHALL
WILLIAM ROSTOM MOMARY
HARRY MARVIN PEARSON
RAYMOND FONTAINE PHILLIPS
NANCY AILEEN RUSSELL
NELLE MARGARET RUSSELL
REBECCA ALENE SEATON
HUGH CRAIG TEDFORD
JANE KNOX WALLER

GRADUATES IN HOME ECONOMICS

EVELYN ASBURY
MARY ELMIRA BOGART
ELEANOR DORTCH MOSELEY
SUELLA SUSONG
COLA CHRISTINE TURNER
HELENA RIVERS TURNER
IDA MAGDALENE ZUMSTEIN

POST-GRADUATE IN PIANO

Edith Mae Brothers

GRADUATES IN PIANO

Mary Emma Armentrout
Mary Jane Hartman
Mary Miles
Mabel Dorothy Rice

POST-GRADUATE IN VOICE

Margaret Bassett

GRADUATES IN EXPRESSION

Esther Grace Covert
Horace Dawson
Helen Lewis
Jamie-Maude Pardue
Doris Mae Wilson

GRADUATES IN PUBLIC SPEAKING

Onessus Horner Logan
George Ella Simpson
Wildus Gail Wilson

REGISTER OF STUDENTS

College Department

SENIOR CLASS

*Adams, Robert Wright	Knoxville	Classical
Bailey, Davie Grace	Baileyton	Classical
Bogart, Claudia	Hampton, N. J.	Modern Languages
†Briggs, David Hezekiah	Marshall, N. C.	General
Brown, Helen Rosalie	Brooklyn, N. Y.	Classical
Burchfiel, Ethel Leona	Dandridge	Science
Davis, Edith Millard	Miller Place, N. Y.	General
†Edgemon, Charles Louis	Englewood	General
Guess, Katherine Eloise	Chesterfield, S. C.	General
Henry, Frances Marion	Elizabeth, N. J.	Modern Languages
*Holmes, William Bryan, Jr.	Birmingham, Ala.	General
Howard, Adah Henley	Maryville, R. D. 1	General
†Johnson, Luther Edward	Elk City, Okla.	General
Kiger, John Herbert	Wheeling, W. Va.	Eng. Lit. and History
†McCurry, Luther Russell	Mosheim	General
Miles, Emma	Madisonville	Modern Languages
Miller, Cedric Verdi	Philadelphia, Pa.	Classical
Morton, Jane Penman	National, Md.	General
Moseley, Mary Celeste	Kissimmee, Fla.	General
Newell, Helen Elizabeth	Chattanooga	Eng. Lit. and History
Pardue, Jamie Maude	Sweetwater	Classical
Park, Carmen	Culleoka	Psych. and Philosophy
†Purdy, Jason G.	Maryville	Classical
Ritchie, Eva	Biggsville, Ill.	General
Sheddan, Carrie Belle	DeLand, Fla.	General
*Smith, Ralph Elisha	Harlan, Ky.	Mathematics
Thompson, Lillian Marie	Mercer, Pa.	General
Townsend, Marietta Porter	South Plainfield, N. J.	Classical
Wilkinson, Carrie Tipton	Maryville, R. D. 6	General
Wilkinson, Margaret Catharine	Maryville, R. D. 6	General
Wilson, Wildus Gail	Sidney, O.	General
Witherspoon, John Knox	Kissimmee, Fla.	General

JUNIOR CLASS

*Belt, Robert Leroy	Wellsville	General
*Brown, Horace Earl	Maryville	General
†Cagle, Fred Hobart	Englewood	General
*Callahan, George Brandle	Erwin	Science
Campbell, Mildred Lucile	Big Timber, Mont.	Eng. Lit. and History
Corry, Annie Irrovia	Siloam, Ga.	General

* Inducted into the S. A. T. C. † Returned from War Service.

Creswell, Jessie Anne	Bluefield, W. Va.	Mathematics
Creswell, Mary Davis	Maryville	General
Gamble, Helen Rebecca	Maryville	Modern Languages
†Georges, Joel Samuel	Claremont, N. C.	Mathematics
Halko, John Joseph	Freeland, Pa.	General
Hamilton, Mattie	McKenzie	Mathematics
Hayes, Hattie Irene	Woodstock, Ala.	General
Hayes, Mary Louise	Woodstock, Ala.	General
Henry, Bessie Lee	Maryville, R. D. 2	General
*Howell, Stacey Francis	Snow Shoe, Pa.	Science
Hunter, Minnie Anne	Pine Knob, W. Va.	General
Huskey, Isaac Lemen	Seviervile, R. D. 9	General
Johnson, Licia	Graysville	General
Lewis, Helen	Chattanooga	Classical
McCampbell, Vera Cleo	Knoxville, R. D. 6	General
†McConnell, Thomas Lamar	Maryville, R. D. 6	Mathematics
McCurry, Addie Mae	Mosheim	General
McIver, Willodine	Cordele, Ga.	General
†McLaughlin, Frank Sherman	Mifflin, Pa.	General
Martin, James	Mansfield, O.	Classical
Moore, Edith Wilson	Mount Vernon, Ky.	Classical
Moulton, Denzil William	Fall Branch	Mathematics
Newton, Winston Cordelia	Harriman	Modern Languages
Pearson, William Francis	Bristol	S. A. T. C. Curriculum
Polk, Cerena Sue	Maryville, R. D. 5	General
Purdy, Madrith Jeannette	Maryville	Modern Languages
Putman, Laura Emily	Barker, N. Y.	Social Science
Ridgway, Frances Catherine	Palatka, Fla.	General
Stump, Ugee	Maryville	Modern Languages
Tedford, Helen Bond	Concord	General
Thompson, Mary Estelle	Salem, Ind.	General
†Weisbecker, Homer George	Fort Wayne, Ind.	General

SOPHOMORE CLASS

*Beard, Delemo Leetassee	Staunton, Va.	General
Beeler, Lola Frances	Powder Springs	Modern Languages
*Bills, Harold Long	Lewisburg	General
Brown, Jessie Hastie	Cleveland	Science
Carter, Lucile Caroline	Philadelphia	Mathematics
Clayton, Ruth	West Union, O.	Eng. Lit. and History
Clemens, Anne Augusta	Caldwell, Idaho.	General
Cleveland, Hazel Frances	Cambridge, N. Y.	Bible Training
*Cotton, Jarvis Madison	Erwin	Science
Dawson, Elsie Elmore	South Knoxville	General
*Drake, Theodore Curry	Maryville	Social Science

* Inducted into the S. A. T. C. † Returned from War Service.

Duncum, Louise Helen	Knoxville, R. D. 5	Home Economics
*Farmer, Moss	McKee, Ky	Mathematics
†Foster, Samuel Ray	Maryville	Science
Gilbert, Ida Estella	Chattanooga	General
Haddox, Troy Mae	Knoxville, R. D. 3	General
Hall, Vivian Marzee	Lynnville	General
Hibbert, Jeannette	Maryville	Classical
Hite, Maude Clemence	Fairfield, Va	General
Hudson, Martha Elisabeth	Montreat, N. C	Bible Training
Kirkpatrick, Karl	Persia	General
Lippert, Nelly Elizabeth	Cincinnati, O	General
Lloyd, Sarah Lee	Corydon, Ky	Eng. Lit. and History
McConkey, Virginia Elizabeth	Maryville	Modern Languages
McSpadden, Margaret Watt	Concord	Home Economics
Mason, Mary Jane Young	Woodstock, Ala	General
Nelson, Carolyn Fanson	Assumption, Ill	Science
*Pugh, George Leonidas	Asheville, N. C	General
Robison, Martha Elizabeth	Birmingham, Ala	Education
Rutherford, Marian Aileen	Etowah	Eng. Lit. and History
*Silvius, Robert Hutcheson	Maryville	General
Smith, Ada Frances	Morristown	General
Sullinger, Marguerite	Maryville	General
Tetedoux, Genevieve Apolline	Norwood, O	General
Ware, Lela Agnes	Birmingham, Ala	Home Economics
*Watt, Floyd Rodgers	Loudon	Classical
*Williams, Eugene Monroe	Maryville	Mathematics
*Wilson, Lamar Silsby	Maryville	Mathematics

FRESHMAN CLASS

Alexander, Marguerite	Knoxville	Home Economics
Allen, Carl Ferdinand	Erwin	S. A. T. C. Curriculum
Anderson, Julia Lynn	Chattanooga	General
Anderson, Mary Rhea	Maryville	General
*Anderson, William Harris	Maryville	General
Bare, Vata	Varnells, Ga	General
*Beck, Dewey Marion	Erwin	Mathematics
Belew, Edgar Evans	Milan	S. A. T. C. Curriculum
Brandon, Lillian Edith	Normandy	General
*Brient, William Chesnutt	Englewood	General
Brocklehurst, Mary Ruth	Mercer, Pa	General
*Brown, Forrest David	Cleveland	General
*Bryant, Charles Odel	Milan	S. A. T. C. Curriculum
†Buchanan, Percy Wilson	Kobe, Japan	General
Caldwell, Edith Fawn	Maryville	General
Caldwell, Edward Alexander	Maryville	General

* Inducted into the S. A. T. C. † Returned from War Service.

Caldwell, Nina Belle	Alpine, Tex	General
*Cargill, Joyce	Italy, Tex	S. A. T. C. Curriculum
Copeland, Mayble Elizabeth	Monterey	General
Core, Grace Muse	Rushsylvania, O	General
Damiano, Carl Eugene	Binghamton, N. Y	Mathematics
Dunaway, Vera Marie	Troy, O	General
Dykes, Reba Elford	Seymour	General
Eastman, Evelyn Virginia	Chicago, Ill	General
Elam, Cyrena Martha	Greenfield	General
Ellis, Elizabeth	Maryville	General
Ensign, Janet Letitia	Rossville, Ga	General
Faulk, Annie Mae	West Blocton, Ala	General
Galbreath, Marsena Anne	Marietta, O	Classical
†Gibson, Walter Everett	DeSoto, Mo	General
Greenlee, Ruth McEntire	Old Fort, N. C	Science
Haberly, Hazel Marie	Fort Lauderdale, Fla.	General
*Hardy, J. Homer	Cleveland	S. A. T. C. Curriculum
Hemphill, Idella	Morris, Ala	Home Economics
Higginbotham, Ada Valle	Fertile, Mo	General
Hodges, Lucile	Gurley, Ala	General
Hoffman, Mildred Marie	Raubsville, Pa	Education
Humphries, Corin Ezra	Toyah, Tex	General
*James, Elijah Hugh	Maryville, R. D. 6	S. A. T. C. Curriculum
*Jennings, Ralph Cecil	Surgoinsville	General
Johnson, Edward Wallace	Hancock, Wis	General
Jones, Bernice Helen	Bartow, Fla	Mathematics
Jowett, Jack Russell	Clinton, Iowa	General
Kain, Ruth Homan	Batavia, O	General
Kidder, Ernest Robert	South Knoxville	General
*Kidder, Paul Henry	South Knoxville	S. A. T. C. Curriculum
Kimble, Mildred Elizabeth	Rising Sun, Md	General
Kramer, Mary Geneva	Clearfield, Pa	General
Lequire, Jennie Belle	Walland	Mathematics
Lloyd, Evangeline	Fort Duchesne, Utah.	General
Lowry, Helen Emeline	Greeneville	General
McAlister, Ivora Mae	Etowah	General
McCall, Ruth	Knoxville, R. D. 10	Mathematics
McCall, Stella Love	Maryville	General
McCord, Elizabeth	Lewisburg	Home Economics
McKinney, Esther Adella	Wheat	Education
McNutt, Mary Lawson	Maryville	General
Messler, Charlotte Louisa	Meadow	Mathematics
Mims, Robert Lee, Jr	Sweetwater	S. A. T. C. Curriculum
Moore, Anna Elizabeth	Louisville, Ky	General
*Myers, Guy Alexander	Mosheim	Mathematics

* Inducted into the S. A. T. C. † Returned from War Service.

*Osborn, Chester Andrews	Stirling, N. J.	General
Park, Helen	Culleoka	General
Pearson, Harry Marvin	Minnieville, Va.	General
Proffitt, Ethyl Pauline	Bald Creek, N. C.	General
Quinn, Ruth Kate	Lancing	General
Russell, Nancy Aileen	Rockford	General
Russell, Nelle Margaret	Rockford	General
Schenk, Ruth	Knoxville	General
Schwab, Irma Marie	Cuero, Tex.	General
Seaton, Rebecca Alene	Maryville	Classical
Secor, Ina	Carrollton, Ill.	Mathematics
Sharp, Ellen Irene	Seymour	General
*Sizer, Jesse Robert	Philadelphia	S. A. T. C. Curriculum
Stovall, Mittye Elizabeth	Brent, Ala.	Bible Training
Striplin, Oramantor Elizabeth	Huntsville, Ala.	Home Economics
Sydenstricker, Grace Caroline	Chinkiang, China	Bible Training
Taylor, Elsie Anna	Etowah	General
*Turner, Allen Knox	Maryville, R. D. 1	General
*Vance, Thomas Blake	Concord	General
Waller, Jane Knox	Maryville	Classical
*Warren, Cecil Rhea	Fall Branch	S. A. T. C. Curriculum
Warwick, Emalene Edith	Corryton	Home Economics
Williams, Laila Irene	Crawfordsville, Ind.	General
Williams, Rachel Mayme	Maryville, R. D. 4	General
Wilson, Catherine Elizabeth	South Knoxville	General

IRREGULAR COLLEGIATE STUDENTS

*Asquith, Frank Alexander	Knoxville	S. A. T. C. Curriculum
Bailey, Blanche Rush	Baileyton	Home Economics
Barber, Hattie Kathrina	Clay, W. Va.	General
*Barker, James Paul	Dyersburg	General
Barnes, Duane	Plattsburg, Miss.	S. A. T. C. Curriculum
*Bartlett, Robert Merrill	Sault Ste. Marie, Mich.	General
Brooks, Luster Inez	Greeneville, R. D. 10	General
Burrow, Richard Jackson	Milan	General
*Campbell, Alfred Russell	Greenville, Tex.	General
Clayton, Ashton Bayard	Wheeling, W. Va.	General
Conatser, Frances Willard	South Pittsburg	General
Cooper, Cedric Bittle	Maryville	S. A. T. C. Curriculum
*Cortner, Aubrey Stanley	Cortner	General
Cox, Hattie Laura	Johnson City	General
Crane, Reva	Chillicothe, Tex.	General
†Davidson, Leslie Eugene	Kingston	General
Davis, Leola Barnes	Maryville	Home Economics
Davis, Lillian Marieta	Chattanooga	General

* Inducted into the S. A. T. C. † Returned from War Service.

Dawn, Rubye Elizabeth	Andersonville	General
Deal, Margaret Helen	Concord	Home Economics
Decker, Winifred Joy	San Francisco, Calif.	Eng. Lit. and History
*Dilworth, Charles Winford	Rienzi, Miss	General
Dreher, George Miller	Coshocton, O	General
Drinnen, Lucy Sue	Knoxville, R. D. 11	General
*Ensign, James Lee	Rossville, Ga	General
Ereckson, Effie Sarah	Athens	Science
Fisher, Margaret	Lewisburg	Home Economics
Graham, Margaret Ellen	New Market	General
Hartung, Ida Louise	Albany, Ala	Home Economics
Harwood, John William	Milan	General
Haskew, Aline	South Pittsburg	General
Hembree, Anna Delilah	Pikeville	General
Henson, Floyd	Philadelphia, Miss	S. A. T. C. Curriculum
Hickey, Frances Willard	Jonesboro	General
Horton, Helen Elizabeth	Harriman	General
*Jones, Henry Rollins	Atlanta, Ga	General
King, Jennings Bryan	Burem	S. A. T. C. Curriculum
Lanston, Lucile Blair	Loudon	Home Economics
Lloyd, Marjorie Grace	Fredonia, Ky	General
*Loft, Ernest Edmund	London, England	General
Lowry, Addiline Blanche	Madisonville	General
Lowry, Marie Emma	Madisonville	General
Ludeman, Mayme Carol	Chillicothe, Tex	Psych. and Philosophy
*McCampbell, Clyde Elmer	Sweetwater	S. A. T. C. Curriculum
McCampbell, Lester Thomason	Athens	S. A. T. C. Curriculum
McCray, Stella	College Corner, O	General
McMillan, Margaret	Acworth, Ga	General
Miller, Mary Price	Livingston	Education
Montgomery, Orma	Fayetteville	General
*Musick, Abraham Lincoln	Sutton, Ky	S. A. T. C. Curriculum
†Norgan, Andrew Thomas	Drumore, Pa	General
Nuckols, Theresa Sue	Cleburne, Tex	General
Ott, Helen	Robbins	General
Parks, Nina Frazier	McDonald	General
*Podesta, Nicholas Arthur	Festus, Mo	Pre-Medical
Prater, Henry Clayton	Maryville	S. A. T. C. Curriculum
Purdy, Elma Aletha	Maryville	General
Rendon, Myrtle Gabina	Las Vegas, N. M	Mathematics
*Russell, Lake F	Benton	General
*Sandberg, Thomas Benton	Knoxville	S. A. T. C. Curriculum
Sharp, Anna Mae	Bearden	Home Economics
Sharp, Charles Newton, Jr	South Knoxville	General
*Shaver, Dewey Milton	Dayton	General

* Inducted into the S. A. T. C. † Returned from War Service.

*Smith, Evan Otey	Newport	S. A. T. C. Curriculum
*Smith, Harold Edward	Maywood, Ill	Science
Southworth, Elizabeth Lucile	Louisville, Ky	General
†Stalcup, Citico Cleo	Kizer	General
Stevens, Laura Estelle	Magnolia, Ark	Eng. Lit. and History
Striplin, Mildred	Huntsville, Ala	General
Taylor, Edgar Harvey	Juliaetta, Idaho	General
Tedford, Hugh Craig	Maryville	General
Templin, Augusta Marie	Morristown	General
Thomas, Sudie Myrtle	Dixon, Miss	General
*Tucker, DeWitt	Erwin	Science
†Wagner, Harry William	Portsmouth, O	General
*Webb, Guy Lilley	Knoxville	S. A. T. C. Curriculum
Webb, Mabel Louise	Knoxville, R. D. 10	General
Whitehead, Stanley Herman	Erwin	S. A. T. C. Curriculum
Witherspoon, Manie Walker	Kissimmee, Fla	General
*Work, Joseph Barclay	Knoxville	S. A. T. C. Curriculum
Zimmerman, Mabel Alice	Istachatta, Fla	Home Economics

COLLEGE SPECIAL STUDENTS

Armentrout, Mary Emma	White Pine	General
*Bevan, James John	Westbourne	S. A. T. C. Curriculum
Bliss, Callie May, B.S.	Coggon, Iowa	Art
Clark, Conley Clayton	Knoxville	S. A. T. C. Curriculum
Clemens, Robert Broady	Maryville	Music
Cochran, Beryl Dorothy	Greenback	General
*Cunningham, Charles Edwin	Knoxville	S. A. T. C. Curriculum
*DeFord, Donald Scruggs	Knoxville	S. A. T. C. Curriculum
Doctor, Ethel Russell	Lonsdale, R. I	Bible Training
Frater, Notie Fancher	Sparta	General
Gammon, Ava James	Fordtown	General
Garner, John	Maryville	S. A. T. C. Curriculum
*Gibson, Roscoe Kennedy	Boyds Creek	S. A. T. C. Curriculum
*Graf, Frank	Knoxville	S. A. T. C. Curriculum
*Greenlee, Joseph Logan	Old Fort, N. C	S. A. T. C. Curriculum
*Grissom, Samuel Audra	Quebeck	S. A. T. C. Curriculum
*Halteman, Roy Jennings	Quebeck	S. A. T. C. Curriculum
Henderson, Stella	Sevierville	General
Henry, Ann	Maryville	Art
*Herndon, Lee Roy	Turin, Ky	S. A. T. C. Curriculum
*Hicks, Carus Searight	Clinton	S. A. T. C. Curriculum
*Huff, William Tapley	Knoxville	S. A. T. C. Curriculum
*Hunter, Robert Sherrill	Bristol, Va	S. A. T. C. Curriculum
Jewell, Almira Elizabeth, B.A.	Maryville	Expression
*Jones, Ray Arthur	Williamsburg, Ky	S. A. T. C. Curriculum

* Inducted into the S. A. T. C. † Returned from War Service.

Lewis, Mary Kate	Chattanooga	General
*Leyshon, Harold Irwin	Knoxville	S. A. T. C. Curriculum
Lowry, Bernice Lee, B.A	Maryville	Music and Expression
McGinley, Viola Blanche	Maryville, R. D. 5	Music
*Mathis, Fred Christian	Knoxville, R. D. 12	S. A. T. C. Curriculum
*Meyer, Louis Edmund	Knoxville	S. A. T. C. Curriculum
*Minarik, Frank Stuyvesant	New York, N. Y.	S. A. T. C. Curriculum
Moore, Claude Beeler	Knoxville	General
*Parrott, Paul Nelson	Knoxville	S. A. T. C. Curriculum
Pleasants, Annie Lewis, B.A.	Roxboro, N. C.	Music
Robinson, Fount Beverly	Liberty	S. A. T. C. Curriculum
*Ross, Lanty Marion	Mint, R. D. 1	S. A. T. C. Curriculum
Rough, Celia Ellen	Oakland City, Ind.	Music
Sloan, Elmer Roy	Madisonville	General
Speck, Frances Elora	Monterey	General
*Stone, Elbert Gordon	Quebeck	S. A. T. C. Curriculum
*Taylor, Charles DeBard	Greenup, Ky.	S. A. T. C. Curriculum
Thomason, Charles Briscoe	Russellville	S. A. T. C. Curriculum
†Turner, James Haskew, B.A.	Maryville, R. D. 1	General
*Wells, Arthur Eugene	Maryville	S. A. T. C. Curriculum

Preparatory Department

FOURTH YEAR CLASS

Allen, Ruth Leah	White Pine	General
Barry, Foy Gertrude	Menlo, Ga.	General
Bassel, Mary Elizabeth	Maryville	Classical
Bechk, Richard Coran	Cleveland, O.	Classical
Bigelow, Mary Elizabeth	Inverness, Fla.	Classical
Blank, Grace Josephine	Chicago, Ill.	Classical
Brewer, Sallie Belle	Walland	Classical
Brocklehurst, Edythe Eberhart	Mercer, Pa.	Classical
Bush, Frances Carolyn	Dandridge	Classical
Cates, Charlotte Wilkinson	Maryville	Classical
Chandler, Margaret McElwee	Maryville	Classical
Chitwood, Edward Boyd	Red Boiling Springs	General
Clemens, Adeline Turrell	Maryville	Classical
Copeland, Frances Imogene	Monterey	Classical
Copenhaver, Mildred Rebecca	Rock Island	Classical
Corley, George William	Alexandria	Classical
Crawford, Lawrence Theodore	Nealsville, N. C.	Classical
Cross, Sam Young	Oliver Springs	Classical
Dolvin, Mary Key	Siloam, Ga.	Classical
Ellis, Charles Francis	Maryville	Classical
Ellis, Horace Knox	Maryville	Classical

* Inducted into the S. A. T. C. † Returned from War Service.

Fillers, Zola Bird	Greeneville	Classical
Fowler, Roy Neil	Maryville	Classical
Gamble, Ruth	Maryville	Classical
Garner, Hugh	Maryville	General
Gibson, Travis	Elk Valley	Classical
Gleason, Chauncey Rolland	Marshall, N. C.	Classical
Gleason, Emily Louise	Turley	Classical
Gorham, Reuel Haden	Orlinda, R. D. 1	Classical
Gouffon, Henrietta Elizabeth	Fountain City	Classical
Griffith, Gertrude Mitchell	Oliver Springs	Classical
Griffitts, Nannie Bert	Greenback	Classical
Hall, Samuel Jennings	Taylorsville, Ky.	Classical
Heard, Mary Ethel	Detroit, Mich.	Classical
Henry, Jonnie Belle	Maryville	Classical
Hodges, Arthur Lewis	Greensburg, Ky.	Classical
Howard, Kenneth Houston	Maryville	Classical
Hudgens, Mary Vance	Fentress, Tex.	Classical
Johnson, Ruth Eloise	Fentress, Tex.	Classical
Jones, Edwin Leslie	Charlestown, Ind.	Classical
King, Earl C.	Louisville	Classical
King, Raymond McKinley	Louisville	Classical
Lane, Robert James	Maryville	Classical
McNutt, Grace Azalia	Maryville	Classical
McNutt, Robert Lyle	Maryville	Classical
Majure, Lallie Grace	Union, Miss.	General
March, Gertrude Leighton	Crossville	Classical
Montgomery, Hettie Sue	Maryville	Classical
Moore, Chester Arthur	Mildred, Ky.	Classical
Newland, Helen Brown	Kingsport	Classical
Newton, Ruth Elizabeth	Harriman	Classical
Nicely, Lula Virginia	Maryville	General
Ogan, Ralph Wilson	Cumberland, O.	Classical
Pope, Herbert Lee	Williamsburg, Ky.	Classical
Reagin, Ewell Kerr	Loudon	Classical
Reagin, Mildred Claire	Loudon	Classical
Rendon, Rebecca Amelia	Las Vegas, N. M.	Classical
Ritchie, Mabel	Biggsville, Ill.	Classical
Samsel, Anne Laurie	Tate	Classical
Sells, Rachel Florence	Yonkers, N. Y.	Classical
Sharp, Ethel	Seymour	Classical
Simpson, Cora Leila	Knoxville	General
Smith, Sara Irene	Harlan, Ky.	Classical
Stearns, Kay Parker	Weston, O.	General
Stearns, William Edgar	Weston, O.	Classical
†Taylor, Turney Allen	Fayetteville	Classical

† Returned from War Service.

Tedford, Mary Elizabeth	Concord	Classical
Trotter, Jonnie Alice	Maryville	Classical
Wall, Robert Venable	Scott, Miss	Classical
Wallace, Homer Houston	Clinton	Classical
West, Bernice Ruth	Maryville, R. D. 4	Classical
†West, Clyde Eckles	Maryville, R. D. 4	General
Witzel, Ema	Isabella	Classical
Wright, Emily Oliver	Augusta, Ga.	Classical

THIRD YEAR CLASS

Avery, Nealie Miller	Rockwood	Classical
Baldwin, Robert Morton	Hebron, Nebr.	Classical
Bassel, John Burr	Maryville	Classical
Bellamy, Eunice	Maryville	Classical
Bevan, Sarah Hazel	Westbourne	Classical
Black, Sadie Estelle	Harrisburg, N. C.	Classical
Brewer, Mildred Edna	Walland	Classical
Calderwood, Rebecca	Alcoa	Classical
Cameron, Allie Mae	Mascot	Classical
Chandler, John Richard	Maryville	Classical
Clevenger, Shell R.	Newport	Classical
Collins, Nell Elizabeth	Maryville	Classical
Copeland, Susie Katherine	Monterey	Classical
Corley, Edwin Boyd	Alexandria	Classical
Corry, Floyd Thomas	Siloam, Ga.	Classical
Creswell, William Oliver	Bluefield, W. Va.	Classical
Dinges, David Byron	Alexandria	Classical
Drake, Margaret Elizabeth	Maryville	Classical
Dunlap, Lillian Lucile	Maryville	Classical
Ellison, Wesley Marion	Opelika, Ala.	Classical
Fillers, Zella Sue	Greeneville	Classical
Fowler, Mary Emily	Rockwood	Classical
Fowler, Mina Blanche	Philadelphia	Classical
Fowler, Sara Josephine	Philadelphia	Classical
Franklin, Sam Horace, Jr.	Maryville, R. D. 1	Classical
French, Ralph Voorhees	Winter Park, Fla.	Classical
Frow, Robert Porter	Maryville	Classical
Gammon, Mary Eva	Fordtown	Classical
Garren, Bertha Lee	Vonore	Classical
Gillespie, Annabelle	Walland	Classical
Hamby, George	Hiwassee, N. C.	Classical
Hand, Grace Frances	West, Miss.	Classical
Haney, Alon Carl	Old Fort, N. C.	Classical
Harrison, George Edgar	Jamestown	Classical
Harrison, Wallace	Maryville	Classical

† Returned from War Service.

Henry, Fred	Maryville	Classical
Hodges, Lillian Gertrude	Greensburg, Ky.	Classical
Hodges, Mattie Mertelle	Greensburg, Ky.	Classical
Huffman, Lillis Edith	Normandy	Classical
Jamison, Bertha Jeannetta	Piqua, O.	Classical
Jody, Bert	Moores Creek, Ky.	Classical
Kendall, Jack Frances	Berry, Ky.	Classical
Kennedy, Lawrence Tennyson	Knoxville, R. D. 14	Classical
†Kesterson, John Washington	Maryville	General
King, David	Bond, Ky.	Classical
Kittrell, Beulah Mae	Maryville	Classical
Ladd, Dora Ann	Oliver Springs	Classical
Litterer, Mary Evans	Maryville	Classical
Lowe, Isabelle	Vose	Classical
MacGlashan, Anne Seixas	Knoxville	General
McCall, Roy Alexander	Maryville	Classical
McCollum, Dorothy Reba	Vonore	Classical
McCollum, Ruby Lena	Vonore	Classical
McConkey, John Ross	Maryville	Classical
McCurry, William Ernest	Mosheim	Classical
McGinley, Elizabeth Jeannette	Maryville	Classical
McGinley, Susie	Maryville	Classical
Martin, Edgar Flavius	Ruleville, Miss.	Classical
May, Montgomery, Jr.	Maryville	Classical
Middleton, Lucile	San Angelo, Tex.	Classical
Miles, David Malcolm	Madisonville	Classical
Mitchell, Sarah Elizabeth	Greensburg, Ky.	Classical
Moore, Horace Strong	Maryville	Classical
Moore, Lawrence	Knoxville	Classical
Morelock, Eva Hamilton	Limestone	Classical
Neace, Charles Fuller	Booneville, Ky.	Classical
Nicholson, Orin Leroy	Dixon, Miss.	Classical
Noe, Amelia Rose	Harlan, Ky.	Classical
Nuchols, John Elijah	Maryville, R. D. 5	Classical
Painter, Dorothy Christine	Maryville, R. D. 6	Classical
Perry, Mary Reed	Knoxville	Classical
Pettey, Andrew Jackson	Camden, Miss.	Classical
Plummer, Frederic Wahli	Knoxville, R. D. 12	Classical
Renaker, Albert Furnish	Berry, Ky.	Classical
Rowan, James Victor	Maryville	Classical
Russell, Bertha Mae	Rutledge	Classical
Samsel, Maude Opie	Tate	Classical
Sanchez, John Baptiste	Taos, N. M.	Classical
Seaton, Alfred Leo	Maryville	Classical
Speck, Callie Amelia	Monterey	Classical

† Returned from War Service.

Taylor, Eunice Clifton	Greenup, Ky	Classical
Thomason, Jesse Baker	Russellville	Classical
Thomason, Luther P	Russellville	Classical
Thompson, Ruby Lillian	Maryville, R. D. 5	Classical
Tipton, John Otis	Townsend	Classical
Turner, Horace Irving	Philadelphia, Miss	Classical
Webb, Walter Philip	Sevierville, R. D. 7	Classical
Williams, Matilda Belle	Maryville, R. D. 4	Classical
Wine, William Martin, Jr	Maryville	General
Wright, Nancy Lawson	Augusta, Ga	Classical

SECOND YEAR CLASS

Anderson, Thomas Franklin	Rockford	Classical
Baas, Merle Mellen	Kearny, N. J	Classical
Brown, James Morrison, Jr	Maryville, R. D. 5	General
Broyles, Dan Moore	Maryville	General
Buchanan, Grace Jane	Chilhowee	General
Caldwell, Harry	Maryville	Classical
Caldwell, Ruth Odessa	Louisville, R. D. 2	Classical
Campbell, Jence Estelle	Alcoa	Classical
Campbell, Laila Blanche	Chattanooga	General
Capps, Hiram Clyde	Bakerville	Classical
Carson, Annie Margaret	Vonore	Classical
Cates, Charles Merritt	Maryville	Classical
Caulton, Marion Elliott	Maryville	Classical
Clark, William Reece	Binfield	Classical
Cloyd, Coen Caruth, Jr	Red Boiling Springs	Classical
Cooper, John Leonard	Gastonburg, Ala	Classical
Copelan, Christine	Siloam, Ga	Classical
Coulter, Hugh Alexander	Maryville	Classical
Coulter, Lucy George	Knoxville, R. D. 3	Classical
Cunningham, Lake	Knoxville	Classical
Duncan, Bertha Jane	Crandall, Tex	Classical
Emert, Flossie Elizabeth	Townsend	Classical
Everett, Charles William	Walland	General
Ezell, Jennings Bryan	Shulls Mills, N. C	Classical
Fry, Thomas Aubry	Knoxville	Classical
Gamble, Joe Rex	Maryville	General
Gillingham, George Gardner	Maryville	Classical
Goddard, James Louis	Maryville, R. D. 1	Classical
Gray, Pauline Harden	Toms Creek, Va	Classical
Greaver, William Lee Roy	Harlan, Ky	Classical
Griffin, Carrie Allera	Washington, Ga	Classical
Grimes, Ollivene	Bristol	Classical
Harris, Ina Mae	Maryville, R. D. 1	General

Harrison, Cosby Porter	Jamestown	Classical
Harrison, Margaret Wendal	Maryville	Classical
Henry, Mary Elizabeth	Maryville	Classical
Higgins, Barbara	Alcoa	Classical
Hill, Howard Terelius	Maryville	Classical
Hitch, Frankie	Maryville, R. D. 4	General
Hitch, Mary Ellen	Maryville, R. D. 5	Classical
Hitch, Tom Joel	Louisville	Classical
Howard, Lawrence Carter	Harlan, Ky.	Classical
Hunter, Evandow Wallace	Gibson, N. C.	Classical
Irwin, Helen	Maryville	Classical
Isham, Willie Mae	Townsend	Classical
Jones, Bonnie	Princeton, Ind.	Classical
Keny, Mabel Louise	Maryville	General
Lamons, Artie	Sevierville	Classical
Lawson, Otha Merle	Maryville	Classical
Legg, Oliver Miller	Maryville	Classical
Lindsay, Edwin Camp	Knoxville	Classical
Loard, Sam Euclyde	Knoxville	General
Love, Pascal Taylor	Benton	Classical
Lowry, Frank Houston	Madisonville	General
Ludeman, Henrietta Aletta	Chillicothe, Tex.	Classical
McGrath, Ruth Juanita	Maryville	Classical
McLaughlin, Cecil Ray	Erwin	Classical
McMurray, Jonnie Foute	Chilhowee	Classical
Mann, Arthur Mason	Swannanoa, N. C.	Classical
Meek, Bathurst Lee	Knoxville	Classical
Montgomery, John Edward	Knoxville, R. D. 10	Classical
Mook, John William	Maryville	Classical
Morelock, Sarah Louise	Limestone	Classical
Myers, Lester Luke	Townsend	Classical
Newman, Carl	Parrottsville	Classical
Nicely, Goldie Beatrice	Maryville	Classical
Parkins, Edna Irene	Maryville	Classical
Perkins, William Franklin, Jr.	Greensburg, Ky.	Classical
Phillips, Marjorie Jean	Alexandria	Classical
Pless, William Paul	Coalfield	Classical
Prather, Frank Allen Soper	Maryville	Classical
Pryor, Lida Mae	Maryville	Classical
Reagan, Ruth	Maryville	Classical
Ridgway, Mary Virginia	Palatka, Fla.	Classical
Roberts, Wiley Jackson	Cades Cove	Classical
Roberts, William Curtis	Tobaccoport	Classical
Russell, Robert Donald	Rockford	Classical
†Ryburn, Frank Lindsley	Erwin	General

† Returned from War Service.

Sanders, Hazel	Jonesboro	General
Snodgrass, Frank Edward	Salt Lake City, Utah	Classical
Sprinkle, Ernest Dewie	Athens	General
Templin, Wilbur Leston	Sevierville, R. D. 10	Classical
Thompson, Joseph Lindsay	Knoxville, R. D. 1	General
Thurmond, Eugene Emmett	Friendship	Classical
Tipton, Jonnie	Townsend	Classical
Wall, Stuart Gray	Scott, Miss.	Classical
Wallace, Clyde DeArmond	Maryville	Classical
Waters, James Martin	Walland	Classical
Waters, Lucile Margaret	Maryville	Classical
Webster, Will Arthur	Maryville	General
Wells, Minnie Georgia	Mint	General
Wells, Minnie Mae	Maryville, R. D. 5	General
Whedbee, Minnie Mae	Oliver Springs	Classical
Whetsell, Martha Nell	Maryville, R. D. 5	Classical
Willard, Frances Ethel	Rural Retreat, Va.	Classical

FIRST YEAR CLASS

Adams, Will J	Murphy, N. C	Classical
Alexander, Charles Bliss	Greenback, R. D. 1	General
Anderson, Bert Hitch	Vonore	Classical
Anderson, Dana Lou	Greenback	Classical
Arthur, David Franklin	Graymont, Ga.	Classical
Badgett, Burwell Freeman	Concord	Classical
Bailey, Bertha June	Harlan, Ky.	General
Bartlett, Ruth Cecilia	Sault Ste. Marie, Mich	Classical
Barton, Louise	Alcoa	Classical
Bauman, Elizabeth Wright	Oliver Springs	Classical
Beever, Margaret Jeannette	Jellico	Classical
Bell, Marion Rosetta	Maryville	Classical
Billings, Clyde Eggleston	Kingston	General
Bird, Madge	Maryville	General
Blazer, Marjorie Suella	Walland	General
Boggess, Ethyl	Sweetwater	Classical
Bogle, Joe Norton	Maryville	Classical
Boring, Clara	Rasar	General
Boring, Laura Marie	Rasar	General
Boring, Vera Ethel	Rasar	General
Bost, Jackson	Concord, N. C.	Classical
Bowling, Mark Hanna	Maryville, R. D. 3	General
Briggs, Lillie Mae	Marshall, N. C.	Classical
Brooks, Paul Roy	Knoxville	General
Brown, Mary Alexander	Maryville, R. D. 5	Classical
Brown, Stephen Wendall	Maryville	Classical

Buchanan, Donald Whittet	Kobe, Japan	Classical
Buchanan, Edgar	Chilhowee	General
Buntin, William Battle	Ashby, Ala	Classical
Burkhart, Herbert Spencer	Smith, Ky	Classical
Burns, Sarah Frankie	Walland	General
Cadwell, Francis Asbury	Townsend	Classical
Caldwell, Lynton Alexander	Louisville	Classical
Cameron, Joseph Luther	Knoxville	Classical
Campbell, Irene	Knoxville, R. D. 14	Classical
Capps, James Douglas	Bakerville	General
Capps, Stella Maretta	Bakerville	Classical
Carpenter, Grace Virginia	Maryville	Classical
Carpenter, William Andrew	Greenback	General
Carson, Susan Barnard	Vonore	Classical
Catalano, Anna Maria	Philadelphia, Pa	Classical
Cates, John	Maryville	General
Caulton, Helen Prentice	Maryville	Classical
Chandler, George Frank	Maryville	General
Chandler, Thelma Lucile	Harriman	Classical
Chelf, John Cabell	Harlan, Ky	Classical
Clowers, Ernest Wain	Madisonville, R. D. 3	General
Cooper, Thelma Beatrice	Maryville	Classical
Craig, Tinie	Belfast	Classical
Curtis, Lowell Merlin	Greenback	Classical
Davidson, Clarence Hardy	Swannanoa, N. C	Classical
Davies, Dewey	Williamsburg, Ky	General
Davis, Grace Elizabeth	Maryville	General
Davis, Mary Ida	Maryville	General
DeLozier, Jesse Murette	Maryville	Classical
Dougherty, Mary Alice	Weaverville, N. C	Classical
Drinnen, Bryan Campbell	Knoxville, R. D. 11	Classical
Ellis, Edith Louise	Maryville	General
Ellis, Ruth Cordelia	Maryville	Classical
*Farris, Samuel Bruce	Knoxville	Classical
Flowe, Henry Vernon	Harrisburg, N. C	Classical
Forester, Nancy Helen	Harlan, Ky	General
Foust, William Fain	Blaineville	General
Franklin, Katherine Lee	Maryville, R. D. 1	General
Franks, Chester William	Del Rio	Classical
Frazier, William Dewey	Blaineville	Classical
Friedman, David	Baltimore, Md	General
French, Helen Margaret	Maryville	General
French, Vaughtie McReynolds	Maryville	General
Frey, George Washington	Springfield	Classical
Gamble, Joe Caldwell	Maryville	Classical

* Inducted into the S. A. T. C.

Gardner, Lyell George	Ocala, Fla.	Classical
Garren, Thomas Ray	Vonore	Classical
Gillespie, Mary Abbie	Walland	Classical
Givens, James Buell	Colcord, W. Va.	General
Givens, Margaret Gladys	Laurel Hill, Fla.	Classical
Goddard, Alene Louise	Maryville	Classical
Goddard, Howard Chester	Knoxville, R. D. 13.	General
Gortman, Charles Thomas	Waynesboro, Miss.	General
Grissom, Cecil Elijah	Quebeck	General
Hale, Charles Richard	Rogersville	Classical
Hale, Nannie Katherine	Bybee	General
Hatcher, Martha Irene	Binfield	General
Haun, Lola Eloise	Russellville	General
Hawkins, Philip Lyle	Mosheim	Classical
Heacker, Effie Dey	Knoxville	General
Headrick, Nevia Belle	Seymour	Classical
Heninger, John Cicero	Birmingham, Ala.	Classical
Henry, Clifford Hugh	Rockford	Classical
Henry, John Duff, Jr.	Greenback	Classical
Henry, Norman Irene	Rockford	General
Hesson, Eunice Delia	Red Boiling Springs.	Classical
Hicks, Elijah	Elk Valley	General
Hoch, Marguerite Madeline	Colora, Md.	Classical
Holmes, Gordon Forrest	Birmingham, Ala.	Classical
Holt, Otto Otis	Maryville	General
Huggins, Charles Dewey	Harriman	Classical
Hurst, William McKinley	Walland	Classical
Ingle, Ralph William	Sevierville	General
Jackson, Gladys	Maryville	Classical
James, Robert L.	Maryville	Classical
Jarrell, Bessie	Jarrolds Valley, W. Va.	Classical
Johnson, Edward Elmer	Erwin	Classical
Johnson, Hubert	Biltmore, N. C.	General
Jones, Charles Newton	Knoxville	Classical
Jones, James Buchanan	Atlanta, Ga.	Classical
Keeble, Jennie Mae	Walland	General
Keeble, Sarah Alice	Walland	Classical
Keeney, Lila Isabel	Middlesboro, Ky.	General
Kennedy, Adam Samuel	Knoxville, R. D. 14.	Classical
Kerr, Ella Anva	Maryville	Classical
Latimore, Samuel Browder	Tellico Plains	Classical
Legg, Mary Katherine	Maryville	Classical
Lequire, Samuel Clay	Walland	Classical
Lewis, Ethel Inez	Clear Creek, W. Va.	Classical
Lillard, Horace Kay	Maryville, R. D. 1.	Classical

Lillard, Olga Mae	Maryville, R. D. 1	Classical
Love, Willard	Ensley, Ala	General
McCall, Jesse Earl	Maryville	Classical
McCammon, Oliver Pinkney	Maryville	General
McCampbell, Ola	Townsend	Classical
McCollum, Allen Alexander	Greenback	General
McConnell, Madeline	Maryville	Classical
McGhee, Nola May	Maryville	General
McGinley, Edith Anna	Maryville	General
McKanna, George Nicholas	Aly, Syria	Classical
McKinney, Mary Tom	Morristown	Classical
McLaughlin, Louis George	Pittsburgh, Pa.	Classical
McMurray, Kittie Leonah	Chilhowee	General
McNeilly, Robert	Maryville	Classical
McNutt, Hugh Tedford	Maryville	General
McNutt, Ross Anderson	Maryville	Classical
Maye, Charles	Jarrolds Valley, W. Va.	Classical
Mays, Julia Edith	Maryville	General
Mitchell, Walter Burton	Rutledge	Classical
Moore, Doris	Alcoa	Classical
Morton, Oscar Granville	Binfield	General
Mullins, Irene Gladys	Powder Springs	General
Murray, Charles Allen	Glenalice	Classical
Myers, George Henry	Cades Cove	General
Norton, Anna Belle	Seymour	General
Nuchols, John Barnhill	Benton	Classical
Oldham, Walter Independence	Alcoa	Classical
Orr, Elsa Irene	Maryville	General
Overholt, Richard Henry	Fayetteville, Ark.	Classical
Owens, Anna Johnson	Tracy City	General
Parker, Herman Munk	Knoxville, R. D. 5	Classical
Patton, Mary Cornelius	Rockwood	Classical
Patton, Sarah Jane	Maryville, R. D. 3	Classical
Perkins, James Clifford	Knoxville	General
Peters, Christina Bell	Knoxville, R. D. 14	General
Phetteplace, Louis Henry	Erwin	General
Phillips, Henry Millard	Normandy	Classical
Pickering, Margaret Driexa	Vose	Classical
Polk, William Samuel	Maryville, R. D. 5	Classical
Powers, Kent Hawkins	Jacksboro	General
Prince, Raymond Lee	Benton	General
Ray, Lizzie Eunice	Weaverville, N. C.	General
Ray, Maggie Janice	Weaverville, N. C.	Classical
Reynolds, Clarence Eugene	Morristown	Classical
Rice, Vernon Wilson	Harlan, Ky.	General

Rivera, Ella Ester	Ranches of Taos, N. M.	Classical
Robbins, John Carl	Erwin	Classical
Robeson, Addie Easley	Morristown	Classical
Ruble, Fox Greer	Del Rio	General
Rucker, Annie Lee	Elberton, Ga.	Classical
Rule, Andrew McBath	Rockford	Classical
Russell, Faye Blankenship	Binfield	General
Russell, Grace Dexter	Benton	General
Rutherford, Bertha Lee	Montcoal, W. Va.	Classical
Sanders, Vashti Alice	Jonesboro	General
Sanders, Zeb Tom	Persia	Classical
Seaton, Luther Holmes	Sevierville	General
Selman, Linton Stephens, Jr.	Calcis, Ala.	Classical
Sentelle, Hugh Allen	Greeneville	Classical
Shioris, Nicholas	Pittsburgh, Pa.	Classical
Simon, Edward John	Hama, Syria	Classical
Simpson, Caroline Mabel	Radford, Va.	Classical
Smith, Harrison Marcellus	Rutledge	General
Smith, Jerry Burton	Knoxville	Classical
Smith, Regina Pearl	Monterey	Classical
Smith, William Paul	Covington	General
Solomons, Elliott Tyler	Estill, S. C.	Classical
Speck, David Maurice	Monterey	Classical
Speer, Leon Holland	Panama Park, Fla.	Classical
Spencer, Walter Daniel	Maryville	Classical
Spickard, Andrew Walter	Nashville	Classical
Stover, Mabel Louise	Clear Creek, W. Va.	Classical
Strong, Naomi Bell	Montcoal, W. Va.	Classical
Swafford, Will J.	Maryville, R. D. 3	Classical
Tarvin, David Ezra	Maryville	Classical
Taylor, Charles Oscar	Gernt	Classical
Taylor, Erlon Ernest	Eagleville	Classical
Tefferteller, James McNutt	Maryville, R. D. 2	Classical
Tefferteller, John Sterling	Maryville, R. D. 3	Classical
Tefferteller, Ruby	Maryville, R. D. 5	General
Temple, Robert Henry	Seymour	General
Thomas, Paul Legard	Cortner	Classical
Tillery, Eula Mae	Maryville	Classical
Tipton, Jennie	Seymour	Classical
Tipton, Willie Myrtle	Seymour	Classical
Toole, Barckley Wallace	Concord	Classical
Toole, Max Gamble	Concord	Classical
Troxler, Dennis Delbert	Haley	Classical
Underwood, William Henderson	Knoxville	Classical
Wallace, Helen	Maryville	General

Wallace, Paul Grady	Midland, N. C	Classical
Wells, William Monroe	Maryville	Classical
West, James Gillespie	Oliver Springs	Classical
Williams, Miriam Lucile	Middlesboro, Ky	Classical
Willis, Charles Edward	Maryville	Classical
Winfield, Mattie Melton	Birmingham, Ala	Classical
Witt, Sam Newton	Madisonville	Classical
Wivagg, Eleanor Elizabeth	Newburg, Ind	General
Yang, Choong Huyng	Seoul, Korea	Classical
Young, Nixie Cenith	Maryville, R. D. 1	Classical
Young, Rebecca	Brooklyn, N. Y	Classical
Younger, Annie Josephine	Saint Elmo	Classical
Younger, Maude	Saint Elmo	Classical

PREPARATORY SPECIAL STUDENTS

Atkins, Annarine	Maryville	Expression
Barnes, Jessie Anderson	Maryville	Music
Brittain, Maud Harris	Maryville	Art
Brown, Isabel Octavia	Maryville, R. D. 5	Expression
Brown, Lida Ruth	Maryville	Music
†Burchfield, Daniel Luther	Maryville	Classical
Clark, Lillian Marie	Maryville	Classical
Clark, Thelma Irene	Townsend	Music
Coulter, Helen Henrietta	Maryville	Art
Dougherty, Edward Willie	Maryville, R. D. 3	Art
Frow, Alberta Maude	Maryville	Expression
Holt, Anna Lou Kirk	Newport	Expression
Hudson, Volena Rose	Oliver Springs	General
Huffstetler, Verna Princeton	Maryville	Music
Hunt, Blair Toffelmire	Maryville	Classical
Magill, Jessie Pearle	Cottondale, Ala	Classical
Moore, Alura	San Antonio, Tex	Classical
Nicely, Blanche	Maryville	Music
Parks, Hazel Lois	Knoxville	Classical
Porterfield, Edna	Maryville	Art
Post, Stella Emma	Maryville, R. D. 4	Art
Reed, Nellie Edith	Maryville	Music
Sevier, Mattie	Maryville	Art
Tedford, Mattie Eliza	Maryville	Music
Walker, Beatrice Genevieve	Maryville	Music
Walker, Hazel Blanche	Maryville	Expression
Wallace, Theophilus Fletcher	Maryville, R. D. 6	Music
Webster, Lee Anna Lucile	Maryville	Art

† Returned from War Service.

SUMMARY OF ENROLLMENT

CLASSIFICATION BY DEPARTMENTS

College Department	320
Preparatory Department	506
Total	826

CLASSIFICATION BY STATES

Alabama	22	New York	8
Arkansas	2	North Carolina	26
California	1	Ohio	17
Florida	14	Oklahoma	1
Georgia	17	Pennsylvania	13
Idaho	2	Rhode Island	1
Illinois	7	South Carolina	2
Indiana	7	Tennessee	569
Iowa	2	Texas	14
Kentucky	37	Utah	2
Maryland	4	Virginia	7
Michigan	3	West Virginia	13
Mississippi	13	Wisconsin	1
Missouri	3	China	1
Montana	1	England	1
Nebraska	1	Japan	2
New Jersey	5	Korea	1
New Mexico	4	Syria	2

Total number of students	826
Total number of States and countries	36

CALENDAR FOR 1919-1920

1919

Sept. 9, Tuesday, 8:00 a. m.-4:00 p. m.—Registration for the fall term.
Sept. 10, Wednesday, 8:45 a. m.—Opening chapel service.
Sept. 10, Wednesday, 9:15 a. m.-3:00 p. m.—Organization of classes.
Sept. 13, Saturday, 2:30 p. m.—Faculty reception.
Sept. 13, Saturday, 8:00 p. m.—Y. M. C. A. and Y. W. C. A. receptions.
Oct. 31, Friday,—Class social functions.
Nov. 27, Thursday,—Thanksgiving.
Dec. 1, Monday, 8:00 p. m.—Athenian Midwinter.
Dec. 8, Monday, 8:00 p. m.—Alpha Sigma Midwinter.
Dec. 16, 17, 18, Tuesday-Thursday,—Examinations.
Dec. 18, Thursday,—Fall term ends.
Dec. 30, Tuesday, 8:00 a. m.-4:00 p. m.—Registration for the winter term.
Dec. 31, Wednesday, 8:45 a. m.—Opening chapel service.
Dec. 31, Wednesday, 9:15 a. m.-3:00 p. m.—Organization of classes.

1920

Jan. 3, Saturday, 8:00 p. m.—General college social.
Jan. 19, Monday, 8:00 p. m.—Bainonian Midwinter.
Jan. 26, Monday, 8:00 p. m.—Theta Epsilon Midwinter.
Feb. 1, Sabbath, 6:30 p. m.—February Meetings begin.
Feb. 4, Wednesday, 8:30 a. m.—Meeting of the Directors.
Mar. 13, 16, 17, Saturday, Tuesday, and Wednesday,—Examinations.
Mar. 17, Wednesday,—Winter term ends.
Mar. 18, Thursday 8:00 a. m.-4:00 p. m.—Registration for the spring term.
Mar. 19, Friday, 8:10 a. m.-3:00 p. m.—Chapel service and regular classes.
May 28, Friday, 8:00 p. m.—Graduation exercises of the Expression Department.
May 29, Saturday,—Examinations begin.
May 29, Saturday, 8:00 p. m.—Graduation exercises of the Music Department.
May 30, Sabbath, 10:30 a. m.—Baccalaureate sermon.
May 30, Sabbath, 6:30 p. m.—Annual address to the Y. M. C. A. and Y. W. C. A.
May 31, Monday, 8:00 p. m.—Graduation exercises of the Preparatory Department.
June 1, 2, Tuesday, Wednesday,—Examinations.
June 1, Tuesday, 3:00 p. m.—Annual exhibit of the Home Economics Department.
June 2, Wednesday, 7:30 p. m.—Senior class play.
June 3, Thursday, 8:30 a. m.—Meeting of the Directors.
June 3, Thursday, 10:00 a. m.—Commencement.
June 3, Thursday, 12:00 m.—Annual Alumni Dinner.
June 3, Thursday, 8:00 p. m.—Social Reunion.

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